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ABSTRACT

This study was undertaken to provide an analysis of the reactions of students toward a cooperative work experience education program 26 to 40 years later. Major emphasis was placed on topics such as vocational choice, getting and holding a job, human relations, citizenship education, related instruction, education beyond high school, jobs held since graduation, armed services participation, and income range. Data from 423 respondents (approximately 75 percent) revealed that: (1) The greatest value of the program was in human relations, especially employer-employee relations and the development of personality and poise, (2) In assisting the participants make a vocational choice, the program ranged from somewhat to extremely helpful in 73.7 to 92.3 percent of the situations, (3) Employment stability was average or better, with approximately 60 percent remaining in the same field for which they had been trained, (4) In the area of getting and holding a job, the program was somewhat to extremely helpful in 64.8 to 94.3 percent of the situations, and (5) The salaries earned by the former students were modest, with 10.9 percent earning over $20,000 per year. A sample survey instrument is appended. (SB)

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TWENTY-SIX TO FORTY YEARS LATER

TO EXECUTIVE

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COOPERATIVE WORK EXPERIENCE EDUCATION--A STUDY IN SUCCESS

Twenty-Six to Forty Years Later

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L. O. Brockmann

INTRODUCTION

The comparatively recent acceptance of work experience as an integral part of American education marks the recognition once again of an age old principle of education--learning by doing. Down through the pathway of history of the human race, many leaders both in education and industry have struggled to retain this important principle of a balanced education. Many endorsements of this idea can be found today in educational books, professional and lay magazines and the daily press. However, follow-up studies of programs of this nature over long periods of time are found infrequently.

The purpose of this study was a critical examination of a program of cooperative work experience education conducted in the early years of the movement in the United States. The appraisal of the program 26-40 years later analyzed the perceptions of former students who completed the program and reviewed their activities during the long period of time. Major emphasis was placed on topics such as vocational choice, getting and holding a job, human relations, citizenship education, related instruction, education beyond high school, jobs held since graduation, armed services participation, income range, and general observations of the participants. Approximately 75 percent of the former students returned the questionnaire. Many, voluntarily, wrote additional comments.

The large majority of the participants felt that the program had helped them in many ways. A very few indicated that the program was of limited value to them. As most of

the participants viewed their involvement in the program 26-40 years later, it was for them a study of success.

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CHAPTER I

THE STUDY

> The year (1935) I spent in this program was one of my happiest. It made me sure I had chosen the correct field for myself. I wish every high school boy and girl could participate in a program such as this. In fact, I feel it is their right to have such a program. There would probably be fewer college drop-outs and more people happy in their chosen profession.

Purpose of the study

This study was a critical examination of a program of cooperative work experience education conducted in the early years of the movement in the United States. The appraisal of the program twenty-six to forty years later analyzed the perceptions of those who completed the program and surveyed their pertinent activities during the long period of time.

Intensive long range evaluations from adults who are in a position to report the relationship of their work careers to the training they had in their high school program is the best analysis of the program's validity. These evaluations appear to this writer to be exceedingly important. The study is, in a sense, a test of some of the basic assumptions of the program itself.

The foci of the study were embodied in questionnaire items to ascertain the degree that cooperative work experience

education had helped former students in making a choice of careers; getting and holding a job; understanding the human relations aspect of work and the citizenship values which experiences in the community might have had.

Related information was collected such as jobs held since graduation, armed service experiences, post high school education, and income range. Report cards had been kept for the fourteen classes. These were analyzed and the pertinent findings are reported in Chapter IV. Interviews of a random sample of participants ascertained any difficulties respondents may have had with items and solicited oral responses which might provide additional insights. Topics for the interview were drawn from the twenty-three items in the first four parts of the questionnaire and others based on free responses.

Background of the study

Mr. C. G. Manning, Superintendent of the City Schools and Principal of Fergus County High School, Lewistown, Montana was a forward looking educator and an educational statesman. He was interested in developing cooperative work experience education for he felt that school related occupational experiences were essential for the total growth and development of the individual. He said (Moe and Brockmann, 1937, p. 3) in part:

> The life of the community with its wealth of resources becomes the logical field in which to search for and find the best and most practical materials for the contacts and experiences essential for successful guidance, orientation, and induction into modern adult life.

The writer was brought to formulate, organize, introduce, conduct, and evaluate a program of work experience in the community of Lewistown in 1930. The underlying assumptions were that in the total development of the individual, actual experience in the work environment of the community was important; that the school should help the student to explore his interests and aptitudes in an occupational situation; and to work closely with the student to ascertain whether or not he was achieving his vocational development objectives.

The high school in which the program was developed served a county of approximately 4,000 square miles. Enrollment in the school ranged from 504 to 841 students. The city of Lewistown had a population of 5,000 in 1930 and 6,000 in 1940. The area was largely rural though some industries such as brickmaking, gypsum manufacturing and oil refineries were located there. The city contained the usual businesses, professional services and public services found in communities of this size. The size of "the main street" was considered large because it served a huge surrounding territory. The city's main business section offered more opportunities for students of the high school to try-out their vocational interests than might have been the case of a city serving only its own people.

The business and professional men and women were receptive to the idea of cooperative work experience education. It did, however, take some time and effort to explain the program to students, parents, employers and the school staff. Enrollment in the program the first year, 1930-31, was relatively

small--eighteen students. It grew rapidly to seventy in 1935 and then averaged about fifty per year through 1944.

Socio-economic climate of the times

The great depression of the thirties and World War II of the forties dominated the lives of the people of Lewistown. Most of the students in the group were teenagers during the depression when jobs were very scarce.

> I have always felt very fortunate that I was in the work experience program when I was in high school. My job during these two years was with the _____ company. The years 1937 and 1938 were real depression years there at that time, and I know I was one of the very fortunate members of my graduating class of 137 who was lucky enough to even get a steady job. The steady job paid $32.00 per month--and at that time it was for working ten hours per day, six days per week. Times have changed greatly since then, thank heaven, but I shall always regard this work experience and the bad times as a very great experience. It gave me a great sense of responsibility, taught me the financial facts of life--. I am very positive that my success in the business world was all begun with the work opportunity I had in conjunction with my course in high school.

The war years brought opportunities for some of these young people to travel widely, get additional education through the armed services schools which they attended, or work in defense industries. For others, their war time experiences were traumatic. Some of the girls became widows at an early age. Some of the men were wounded in battle, others never returned.

Summary

The purpose of the study was to make a critical analysis of the reactions which students had to the cooperative education

program twenty-six to forty years later. The school climate in which the program started was very favorable to the development of the idea. The community including the business and professional men and women were receptive to the idea also. The difficult depression and war years offered challenges in starting and developing the program.

CHAPTER II

REVIEW OF THE LITERATURE

> I was so tickled to have been included in your survey, though if I hadn't been, I was going to write you anyway!
>
> I had always remembered when I was in your class as a senior (1941) you had asked each of us to write you ten years from then, to let you know how we were, and what we had accomplished with our lives. This is about nineteen years late.
>
> I went back to work when (my son) was in the sixth grade, and have just completed my ninth year as a secretary in an elementary school. I love the work and it certainly keeps me hopping.

Research reviewed in this chapter will focus primarily on students' impressions of the cooperative education programs in which they participated. The chapter has been divided into three main parts: Longitudinal studies, the student in cooperative work experience education, and cooperative education.

Longitudinal studies

A number of longitudinal studies have been done. They reflect the concept that follow-up studies which span a period of many years may provide important results. Regretably there is little available literature which reports systematically of work experience or cooperative education impacts or influences over long periods of time. The brief citations which follow have some bearing on this study, but none are similar in scope nor time span.

Lewis M. Terman and his associates (1925-26, 1930, 1947, 1959) studied human genius over a period of thirty-five years. They found that from a career standpoint the gifted men were in many fields and in many kinds of work. Mostly (about 86 percent) the men were in the professions, managerial, official and semiprofessional fields when their careers were classified according to the Minnesota Occupational Scale. A few were in the semiskilled occupations and none in the slightly skilled or unskilled group. About one-half of the women were housewives who were not employed in the labor market. The large majority of the gifted women were in the professional fields. The employed women represented such a wide range of occupational fields that the same instrument was not used in classifying the women's work occupationally. In the case of both men and women, work experience was used as an avenue to achieve success in one or more careers.

John W. M. Rothney (1958) did follow-up studies at intervals of six months, two and one-half years, and five years on six hundred ninety counseled students in four high schools in Wisconsin. The study covered a period of eight years. Both control and experimental groups were used with 347 youths in the experimental group. Counselors shared many different kinds of problems with the students in the experimental group including, "opportunities for work experience, visits to places of business or training, and conferences with persons who could inform them about opportunities" (Rothney, 1958, p. 5). Findings of the Rothney study which have some bearing on this

investigation include the fact that students in the experimental group had more realism about their strengths and weaknesses when they were graduated from high school, were less dissatisfied with their high school experiences, were more consistent in remaining in the careers which they had selected and made more progress in employment in the five years after high school.

David P. Campbell (1965) studied about eight hundred counseled and noncounseled youth twenty-five years after they attended the University of Minnesota. He found that the counseled people looked back with favor on the counseling which they had received. Of significance to the present study especially was the finding that the counseled students were more successful than the noncounseled students. The counseled men reported slightly higher incomes and contributed more to society than the noncounseled men. The women reported more anxiety, personal discomfort, and mild dissatisfaction than did the noncounseled women. This aspect of the Minnesota study was not found in this writer's investigation.

John C. Flanagan and associates (1962) have a study underway of 440,000 high school students in grades nine through twelve in 1,353 public and private schools in the United States. The study was begun in 1960 and probably will be completed after 1980. The concept of follow-up studies was built into the design of the study. Follow-up studies were planned for 1961, 1965, 1970 and 1980. Volume I of the study, Design for a Study of American Youth, has been published and the

subsequent three or more books should produce valuable information helpful in the vocational development of youth whether or not cooperative education is used for this purpose.

Jerald G. Bachman (1967) is doing a study of approximately 2,500 boys in about 100 public schools in the United States. Data were collected from the boys in the fall of 1966, spring of 1968 and the fall of 1969. The data collected at these times included test performance and ability, attitudes, values, and affective states. Emphasis will be placed on the environmental effects on vocational development. These include occupational plans and attitudes, level of occupational aspiration, and the realism of such plans and aspirations.

The five studies reviewed above were not directly related to cooperative work experience education. However, these studies did show that the former students under study were working in many fields and many kinds of work; that they used work experience as an avenue to success in one or more fields; that they possessed more realism about their strengths and weaknesses when they graduated from high school; that they were consistent in remaining in careers; that they made more progress in employment, and that they made higher incomes than was generally true of their counterparts in control or other groups.

Brief summaries of seven pertinent investigations follow; the results are taken from impressions and reactions of student participants in cooperative work experience education programs.

Clarence Fielstra (1961) evaluated the work experience education program in five Santa Barbara County, California, high

school districts for the period 1953-1960. The study included responses from parents, faculty and principal, employers, and students. The majority (59.2 percent) of the students rated the program of great value to them.

Grady Kimbrell, et al. (1968) replicated Fielstra's study in 1967-68 using a 50 percent random sample. Kimbrell found that the great majority (73 percent) of the students ranked the program of great value in their educational endeavor.

David C. Tuttle (1964) studied cooperative education as measured by post high school employment of graduates of Technical High School, Des Moines, Iowa, 1955-61. He interviewed 135 graduates of the high school in the Des Moines area, and he interviewed 30 employers for the years 1960-61 of cooperative education students in the same vicinity.

The students reported that the main reasons for taking the cooperative training program were to obtain work experience and to earn extra money. The graduates expressed satisfaction with the technical training they had received in high school, their counseling, coordination service, and the jobs at which they were working at the time of the study. Assessment of student satisfaction of work experience education is of special concern to this investigation.

The employers said that they were satisfied with the technical training the students had received in school. The employers felt that the training helped the graduates to get jobs and to win promotion. The employers reported that the school might have provided more training in production work,

business ethics and employment procedures. Production consciousness was probably the most beneficial result to the student according to the employers.

Tuttle concluded that similar studies needed to be done and certain research topics should be emphasized. Tuttle found that 62 percent of the graduates were working at or in jobs related to their school preparation but he concluded that increasing the effectiveness and efficiency of the program would be helpful in increasing this figure.

Carroll H. Wamhoff (1969) appraised the self-concept of vocational ability and its relation to selected factors in career development. Wamhoff developed a questionnaire to measure the individual's self-concept of vocational ability. He also developed an instrument to measure an individual's self-concept of scholastic ability. His study was based on 361 persons, 139 males and 222 females. All had been graduates for two years from a high school located in a midwestern city of approximately 120,000. He divided his population into two groups--one referred to as vocational students who had taken two or more vocational courses while in high school; the other group as non-vocational students who had taken one or no courses in vocational education.

Wamhoff found the self-concept of vocational ability of the persons he classified as vocational students equal to those individuals he classified as non-vocational students. In contrast, he found that the self-concept of academic ability of vocational students was not equal to the self-concept of academic

ability of those classified as non-vocational students. Parents were found to be the "most significant others" in terms of helping students in planning vocational and academic endeavors. There was no relationship between the self-concept of vocational ability and the social-economic status of parents. This latter finding is important in cooperative education when consideration is given to the need to enroll young people from minority groups in cooperative educational programs.

Bruce H. Bernstein (1968) analyzed the work values of a group of disadvantaged high school boys in a municipal cooperative education program in four New York City high schools. A total of forty twelfth grade boys, ten from each of four high schools enrolled in the cooperative program, constituted the experimental group and a similar number of boys from the same schools constituted the control group. Burnstein used the Work Values Inventory developed by Donald Super to ascertain the measured work values of the group. Martin Hamburger's Life Planning Questionnaire was used to secure inferences on such items as postponability of entry into the job market and other factors. Rotter's Incomplete Sentences Blank was used to determine personal adjustments.

Bernstein found that, in general, there was not much evidence of any work value differences between the cooperative and the control groups of students. Significant differences were found between the cooperative and the control groups about when each wanted to enter the labor market on a full-time employment basis. The cooperative students expressed the desire to delay

entry into the world of work presumably because they wanted to get more education. The control group, in contrast, wanted to get jobs as soon as possible. There were some findings which lead Bernstein to conclude that further study of work values might be meaningful in understanding the vocational development of disadvantaged young people.

M. K. Klaurens (1967) was concerned with the factors which make for job satisfaction or dissatisfaction of students in cooperative distributive education in her study. She randomly selected 60 high school student-trainees for interviewing from a total population of 347 students in Minnesota, Iowa and South Dakota. Klaurens found that job satisfaction came from recognition, achievement, responsibility and interpersonal relations with supervisors and co-workers. Students in the study reported that they looked for opportunities for personal development and self fulfillment on the job. The students also expected to find supervisors and fellow workers with whom they could identify and accept as models.

Klaurens found further that in some phases of job achievement there was the possibility of one of the most important sources of negative feelings or of job dissatisfaction. Failure on the job results in lower self-confidence and feelings of guilt, shame, and inadequacy. Interpersonal relations with the supervisor were found to be the source of dissatisfaction too. When the student saw the supervisor as not really interested in his growth, or criticized him unfairly, negative attitudes developed in the student.

This investigator (1945) in an eight year follow-up study of students enrolled in the cooperative work experience program at Fergus County High School, Lewistown, Montana from September 1930 through June of 1938 found that the program: (1) had helped students to decide on what occupation to follow; (2) had provided tests of interest and abilities; (3) had given opportunities to combine basic school preparation with applied training on the job; (4) had stimulated practical means of adjusting to other people; (5) and had helped develop personal qualities which make for success on the job. Only 3 out of the 250 students who returned the questionnaire said that the program was of doubtful value to them.

The seven studies reviewed above indicate rather uniform satisfaction of cooperative education programs by students. These programs help students to obtain needed occupational experiences to get jobs; earn extra money; develop adequate self-concepts; create a desire for more education; obtain job satisfaction, achievement, responsibility; and good interpersonal relations with supervisors and co-workers.

Reports on cooperative work experience education

The Review and Synthesis of Research on Cooperative Vocational Education (1970) is the most comprehensive source of information which this investigator has reviewed. It is one of a series of analytic studies prepared by ERIC Clearinghouse on vocational and technical education.

The research reviewed in this analysis is grouped into six main categories: Basic concepts, the student learner, the

employment community, educational technology, program implementation, and priorities, problems and issues.

A significant shift in emphasis in cooperative vocational education was noted. In the past, launching of a cooperative vocational education program began with a survey of jobs in the community. The emerging theoretical pattern now focuses on obtaining as much information about the student as possible; secondly a job is found in the community to meet the student's vocational developmental needs.

The University of Minnesota (1969) prepared a Guide for Cooperative Vocational Education under a grant from the U. S. Office of Education. The report covers such topics as: Cooperative Vocational Education and What it Will Do, What Form and Type is Best for a Specific School, Meeting Student and Manpower Needs Through Cooperative Education, Supervising the Participation of Employees, Establishing Administrative Relationship, Staffing Cooperative Vocational Education Programs, and Maintaining and Improving Cooperative Vocational Education. Several appendices contain check lists for administering the program. The University of Minnesota (1969) also published, Notes and Working Papers from the National Conference on Cooperative Vocational Education which contains a report of the national conference with implications of the 1968 amendments to the vocational education act of 1963.

Summary

Some studies (Terman, 1925-26, 1930, 1947, 1959; Rothney, 1958; Campbell, 1965; Flannagan, 1962; Bochman, 1967) have been

reviewed here which have only indirect application to this investigation. These longitudinal studies did show, however, that former students were working in many fields and in many kinds of specific jobs; that they used work experience as a way to achievement in one or more fields; that their self-concepts were realistic; and that they make satisfactory progress in employment.

The investigations (Fielstra, 1961; Kimbrell, 1968; Tuttle, 1964; Wamhoff, 1969; Bernstein, 1968; Klaurens, 1967; Brockmann, 1945) showed very consistent satisfactions with cooperative education programs by students for these experiences helped them to find themselves vocationally, develop saleable skills, grow into an adequate self-concept, and develop techniques of interpersonal relations with employers and fellow workers.

Some reports, noteably those of the University of Minnesota (1969) and the Review and Synthesis of Research on Cooperative Education (1970) contained pertinent information helpful to the further development of cooperative work experience education.

The following Chapter III will explain briefly the method used in doing this study.

CHAPTER III

THE METHODOLOGY OF THE STUDY

The principal steps of the study were to: (1) Locate participants; (2) Prepare the questionnaire; (3) Solicit responses; (4) Interview selected participants; and (5) Analyze the data.

Locating participants

Duplicate report cards were available of all the students enrolled in the program during the fourteen years under study. The report cards of one class were missing, but the school records were in excellent condition and this limitation was remedied easily. The secretary who was at the school when the program was started was still available, and she remembered where some of the students were. Alumni lists were kept reasonably current through class reunion meetings and these records produced current addresses for some participants.

The editor of the local paper, a former student in the program, volunteered to publish lists of students who could not be found readily. Lists were printed at least three times in the paper and good responses resulted. Finally, in the three follow-up letters sent to former students to urge them to return the questionnaire, a list of unlocated students was enclosed and good results were obtained from this technique.

The several methods of trying to locate students resulted in a return of approximately 75 percent of the questionnaires.

The questionnaire

A questionnaire was devised to solicit information in such major divisions as: (1) vocational choice; (2) getting and holding a job; (3) human relations in work; (4) work and citizenship; (5) related instruction; (6) education beyond high school; (7) armed service experience; (8) jobs held since high school graduation; and (9) income range. An open-ended question encouraged the participants to write evaluative comments about their cooperative work experience education. Parts I through IV of the instrument contained twenty-three sub-questions. Each item was to be rated on a scale of five points as follows: 5 = Extremely helpful, 4 = Very helpful, 3 = Helpful, 2 = Somewhat helpful, and 1 = Of little help. The preliminary draft of the questionnaire was submitted to the advisory committee for suggestions for improvement. Revisions were made in keeping with the committee's recommendations and the instrument was then prepared for distribution. A copy of the questionnaire is included in Appendix V. The questionnaires were mailed on July 17, 1970 to former students whose addresses were available. The mailing continued as new addresses were located until the latter part of November.

Soliciting responses

The first mailing of the questionnaire brought about a 35 percent return. On August 19, 1970, the first follow-up letter was sent out and approximately 20 percent more returned

the instrument. Subsequent follow-up letters of September 17 and November 15 resulted in additional returns of about fifteen percent and five percent respectively, making the total return approximately seventy-five percent (74.5 percent). About fifteen percent wrote personal letters in addition to answering the open-ended question. Copies of the follow-up letters are in Appendices II, III, and IV.

Interviewing selected participants

Interviews were conducted with 47 participants who had been identified as a random sample of the 423 respondents. The interview procedure had two purposes. The first was to ascertain whether or not the recipients understood the questions to which they were reacting. If it had been found that a question was ambiguous, it would have been deleted when analyzing the results. Secondly, the interview obtained information which participants might be willing to give in an oral interview but not put in writing. One group session with four former students was used to "brainstorm" evaluations of the program. The Downie and Heath (1965) random sampling technique was used. Each questionnaire had been given a number when it was returned and then the technique was applied when the returns were received. Most of the sample was located in Montana. However, one person in the sample was located in Idaho, another in Nevada and three in California. A few interviews were conducted by telephone when it was found that interviewees could not keep appointments or were inadvertantly away from home.

Analysis of the data

The information obtained from the questionnaire was key-punched for data processing. The items were sorted using the sex of the respondents as a major factor. Most of the results were converted into percentages; tables of major findings were developed. The results of the questionnaire study and the interviews with the forty-seven former students are given in the next chapter.

CHAPTER IV

FINDINGS

> I took this program because I wanted to learn to weld, or I should say to learn to do things that are done in a machine shop. I really did learn a lot. Many things I put to good use years later. What we learn when we are young we never forget.

General characteristics of the participants

Two hundred fifty-four women and 169 men returned questionnaires which were used in this study. The tables are numbered and/or lettered to correspond with the items on the questionnaire for easy reference. Table A shows the returns by years and sex. Sixty percent of the returns were from women and forty percent from men. In the original total enrollment in the program for the fourteen years, 56 percent were women and 44 percent were men. Proportionately, the returns are about equal for men and women.

Assuming that most of the participants graduated from high school at age 18, the range in ages at the present time would be from 44 to 57 years. The judgments of these mature participants based on their long range evaluations should have much merit in assessing the values of the cooperative education program in which they had such a vital part.

TABLE A

RESPONSE BY YEAR AND SEX

Year	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1931	1	0.6	2	0.8	3	0.7
1932	7	4.1	8	3.2	15	3.5
1933	13	7.7	13	5.1	26	6.1
1934	16	9.5	11	4.3	27	6.4
1935	16	9.5	22	8.7	38	9.0
1936	16	9.5	19	7.5	35	8.3
1937	12	7.1	18	7.1	30	7.1
1938	13	7.7	19	7.5	32	7.6
1939	19	11.2	26	10.2	45	10.6
1940	14	8.3	16	6.3	30	7.1
1941	16	9.5	26	10.2	42	9.9
1942	10	5.9	25	9.8	35	8.3
1943	9	5.3	20	7.9	29	6.9
1944	7	4.1	29	11.4	36	8.5
Total	169		254		423	

Vocational choice

Part I of the questionnaire dealt with the help a former student might have received from the work experience education program in assisting him to choose his career. Tables I.1 through I.6 give the data on this point. Reference to these tables reveals the fact that from 73.7 percent to 92.3 percent found this phase of the program somewhat to extremely helpful. These percentages were arrived at by adding the percentage equivalents of the ratings 2, 3, 4, 5. This procedure was used in interpreting the tables pertaining to points I through IV on the questionnaire.

The most helpful items as shown in Tables I.2 and I.4 were those which gave the students fundamental ideas and background in business and helped them to develop appreciation and understanding between formal education and job success as these related to their career choices. Both men and women believed that developing appreciation and understanding between formal education was extremely important to them. Women, however, felt twice as strongly about it as did the men. The former students felt that the program helped them too in determining their suitability for their chosen fields, gave them opportunity to explore these fields, furnished information about choices of a life work, and helped them to make progress toward an occupational goal. These values are substantiated in Tables I.1, I.3, I.5, and I.6.

For most of the students, this work experience was their first venture into the world of work. The process of helping the students select the work station most suitable for their vocational development needs was somewhat involved. The students applied for their cooperative work experience early in the second semester of their junior year. They filled out application blanks, obtained recommendations from two to three teachers and were counseled by the coordinator. The students in the school took achievement tests and vocational interest inventories such as the Kuder and the Strong. Aptitude tests were occasionally given in art, music and other areas. Cumulative records were available from the first grade on for those who entered the high school from the city schools and from the

TABLE I.1

VOCATIONAL CHOICE
Determine Your Choice of Life Work

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	21	12.4	43	16.9	64	15.1
4	25	14.8	52	20.5	77	18.2
3	44	26.0	66	26.0	110	26.0
2	31	18.3	31	12.2	62	14.7
1	43	25.4	46	18.1	89	21.0
NR	5	3.0	16	6.3	21	5.0

$X^2_{M(O/E)} = 13.20$ ($P \leq .01$); $X^2_{F(O/E)} = 13.81$ ($P \leq .01$);

$X^2_{T(O/E)} = 19.52$ ($P \leq .001$); $X^2_{M/F} = 8.19$ (NS)

WHERE: (Symbols pertinent to the Chi square notations)

M represents males
F represents females
T represents totals
O represents observed frequencies
E represents expected frequencies
O/E represents observed frequencies compared with expected frequencies
M/F represents males compared with females

A summary table of all the Chi squares' levels of significance for all 23 items will be found in Appendix VI.

eighth grade for those who came from other elementary schools. In the counseling sessions with the coordinator, all pertinent data applying to vocational choice was discussed with the student so that he had a fairly good perception of what work experience he would need to further his vocational development. Finally, he was sent to an employer for an interview for a training job for the following fall. Sometimes the student interviewed several employers in the spring. If the student

changed his mind about his training during the summer, he had the opportunity to make a change the following fall should a place be available.

TABLE I.2

VOCATIONAL CHOICE
Give You Fundamental Ideas or Background of Business

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	25	14.8	68	26.8	93	22.0
4	57	33.7	74	29.1	131	31.0
3	52	30.8	63	24.8	115	27.2
2	24	14.2	27	10.6	51	12.1
1	10	5.9	16	6.3	26	6.1
NR	1	0.6	6	2.4	7	1.7

$X^2_{M(O/E)} = 47.89$ ($P \leq .001$); $X^2_{F(O/E)} = 55.51$ ($P \leq .001$);

$X^2_{T(O/E)} = 92.56$ ($P \leq .001$); $X^2_{M/F} = 9.67$ ($P \leq .05$)

TABLE I.3

VOCATIONAL CHOICE
Made Progress Toward a Chosen Occupational Goal

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	18	10.7	52	20.5	70	16.5
4	24	14.2	43	16.9	67	15.8
3	58	34.3	62	24.4	120	28.4
2	29	17.2	26	10.2	55	13.0
1	36	21.3	49	19.3	85	20.1
NR	4	2.4	22	8.7	26	6.1

$X^2_{M(O/E)} = 28.97$ ($P \leq .001$); $X^2_{F(O/E)} = 15.28$ ($P \leq .01$);

$X^2_{T(O/E)} = 31.70$ ($P \leq .001$); $X^2_{M/F} = 13.26$ ($P \leq .01$)

TABLE I.4

VOCATIONAL CHOICE
Develop Appreciation and Understanding Between
Formal Education and Job Success

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	26	15.4	74	29.1	100	23.6
4	64	37.9	81	31.9	145	34.3
3	48	28.4	65	25.6	113	26.7
2	16	9.5	16	6.3	32	7.6
1	12	7.1	8	3.2	20	4.7
NR	3	1.8	10	3.9	13	3.1

$X^2_{M(O/E)} = 59.18$ ($P \leq .001$); $X^2_{F(O/E)} = 95.80$ ($P \leq .001$);

$X^2_{T(O/E)} = 143.02$ ($P \leq .001$); $X^2_{M/F} = 14.06$ ($P \leq .01$)

TABLE I.5

VOCATIONAL CHOICE
Explore the Fields in Which Your
Occupational Interests Lay

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	25	14.8	44	17.3	69	16.3
4	35	20.7	62	24.4	97	22.9
3	43	25.4	63	24.8	106	25.1
2	26	15.4	32	12.6	58	13.7
1	36	21.3	39	15.4	75	17.7
NR	4	2.4	14	5.5	18	4.3

$X^2_{M(O/E)} = 6.85$ (P - NS); $X^2_{F(O/E)} = 16.12$ ($P \leq .01$);

$X^2_{T(O/E)} = 19.63$ ($P \leq .001$); $X^2_{M/F} = 3.49$ (NS)

TABLE I.6

VOCATIONAL CHOICE
Determine Your Suitability for Those Fields

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	25	14.8	58	22.8	83	19.6
4	39	23.1	80	31.5	119	28.1
3	49	29.0	59	23.2	108	25.5
2	25	14.8	20	7.9	45	10.6
1	29	17.2	30	11.8	59	13.9
NR	2	1.2	7	2.8	9	2.1

$X^2_{M(O/E)} = 13.03$ $(P \leq .01)$; $X^2_{F(O/E)} = 47.43$ $(P \leq .001)$;

$X^2_{T(O/E)} = 47.59$ $(P \leq .001)$; $X^2_{M/F} = 13.80$ $(P \leq .01)$

The preliminary preparation for the job experience the following fall helped the participants to develop a real appreciation and understanding between formal education in the classroom and job success. Similar findings were reported by Fielstra (1960) and Kimbrell (1960). In the vocational development process, then cooperative work experience education makes a consistent contribution to helping participants make realistic choices.

The significant differences of the questionnaire items are given in Table X of Appendix VI. It will be noted that the observed frequencies differ from expected frequencies by an amount which is statistically significant in all cases except two in the first three data columns. Chance is not likely to be a factor of the differences. From the data, the differences

between observed frequencies and expected frequencies appear to be attributable to factors within the work experience education program. The testimony of the participants is confirmed by the chi square analyses of observed frequencies compared with the expected frequencies.

Table X shows that in fifteen of the twenty-three items the distribution of male frequencies differs from the distribution of the female frequency by an amount that is statistically significant. Perhaps the differences between the work experience education assignments for males compared with females explains the ratio of significant chi squares.

Getting and holding a job

Part II of the questionnaire had to do with how students perceived the relationship of their training to getting and holding a job. One student commented:

> There is no substitution for on-the-job training in conjunction with education. Many junior colleges are now teaching air traffic control due to the great shortages of this skill. Real progress is derived from this type of schooling since the student gets the practical idea of the job and how it fits in with his classwork. Personally I am very thankful that I had the opportunity of this type of schooling.

From Tables II.1 through II.10 it can be seen that from 64.8 percent to 94.3 percent of the former students considered the on-the-job training somewhat to extremely helpful. The most helpful points as presented in Tables II.5, II.7, II.3, II.1, were those which broadened the participants' understanding of the occupational world, helped them to learn the

fundamentals of being an employee, taught them to assume responsibility, and gave them knowledge and attitudes necessary for successful job performance. Similar revelance of items of this nature were found in the Fielstra (1960) report and the Kimbrell (1969) study. Gaining knowledge and attitudes necessary for successful job performance was the one rated extremely helpful by both men and women. The difference in rating was almost two to one for 45.3 percent of the women reported it extremely helpful whereas for men the figure was 26.0 percent.

The former students also believed, according to Tables II.2, II.10, II.4, II.6, II.8, and II.9, that the program served them too in acquiring the basic habits of industry, achieving happiness in their work, understanding the relationship of the work they did to the wages they received, assisting them in obtaining their first job, benefiting them financially, and moving up the ladder in their work.

Students engaged in the work experience education program enrolled in a course called Business and Industrial Relations with the name changed to Occupational Relations during the latter years of the program. The course was designed to help students understand many of the points covered in Parts I-IV in the questionnaire. Specifically, the course included such units as Occupational Problems of Young Workers, Business Organization and Problems of Starting a Business, Problems of Selling in Business and Industry, Relation of the Financial System to Business and Industry, Personal Management of Wages and Income,

Problems of Buying for Home and Family Use, and the Relationship of Family Life to Success on the Job.

TABLE II.1

GETTING AND HOLDING A JOB
Gain Knowledge and Attitudes Necessary
For Successful Job Performance

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	44	26.0	115	45.3	159	37.6
4	71	42.0	63	24.8	134	31.7
3	31	18.3	51	20.1	82	19.4
2	8	4.7	10	3.9	18	4.3
1	6	3.6	5	2.0	11	2.6
NR	9	5.3	10	3.9	19	4.5

$X^2_{M(O/E)} = 91.19$ ($P \leq .001$); $X^2_{F(O/E)} = 164.20$ ($P \leq .001$);

$X^2_{T(O/E)} = 219.84$ ($P \leq .001$); $X^2_{M/F} = 20.81$ ($P \leq .001$)

TABLE II.2

GETTING AND HOLDING A JOB
Acquire the Basic Habits of Industry

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	24	14.2	64	25.2	88	20.8
4	52	30.8	67	26.4	119	28.1
3	56	33.1	61	24.0	117	27.7
2	17	10.1	25	9.8	42	9.9
1	17	10.1	21	8.3	38	9.0
NR	3	1.8	16	6.3	19	4.5

$X^2_{M(O/E)} = 44.66$ ($P \leq .001$); $X^2_{F(O/E)} = 42.92$ ($P \leq .001$);

$X^2_{T(O/E)} = 76.22$ ($P \leq .001$); $X^2_{M/F} = 9.71$ ($P \leq .05$)

TABLE II.3

GETTING AND HOLDING A JOB
Learn to Assume Responsibility

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	37	21.9	107	42.1	144	34.0
4	66	39.1	76	29.9	142	33.6
3	38	22.5	44	17.3	82	19.4
2	14	8.3	14	5.5	28	6.6
1	10	5.9	8	3.2	18	4.3
NR	4	2.4	5	2.0	9	2.1

$X^2_{M(O/E)} = 61.21$ ($P \leq .001$); $X^2_{F(O/E)} = 140.98$ ($P \leq .001$);

$X^2_{T(O/E)} = 174.55$ ($P \leq .001$); $X^2_{M/F} = 19.14$ ($P \leq .001$)

TABLE II.4

GETTING AND HOLDING A JOB
Helped You Understand the Relationship of the Work
You Did and the Wages You Received

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	22	13.0	48	18.9	70	16.5
4	37	21.9	55	21.7	92	21.7
3	54	32.0	64	25.2	118	27.9
2	23	13.6	29	11.4	52	12.3
1	26	15.4	34	13.4	60	14.2
NR	7	4.1	24	9.4	31	7.3

$X^2_{M(O/E)} = 22.38$ ($P \leq .001$); $X^2_{F(O/E)} = 18.30$ ($P \leq .01$);

$X^2_{T(O/E)} = 36.47$ ($P \leq .001$); $X^2_{M/F} = 4.11$ (NS)

TABLE II.5

GETTING AND HOLDING A JOB
Broaden Your Understanding of the Occupational World and the Working Conditions in the World of Work

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	36	21.3	70	27.6	106	25.1
4	50	29.6	83	32.7	133	31.4
3	60	35.5	67	26.4	127	30.0
2	13	7.7	20	7.9	33	7.8
1	9	5.3	12	4.7	21	5.0
NR	1	0.6	2	0.8	3	0.7

$X^2_{M(O/E)} = 59.56$ ($P \leq .001$); $X^2_{F(O/E)} = 81.77$ ($P \leq .001$);

$X^2_{T(O/E)} = 134.57$ ($P \leq .001$); $X^2_{M/F} = 4.78$ (NS)

TABLE II.6

GETTING AND HOLDING A JOB
Get Your First Job

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	38	22.5	95	37.4	133	31.4
4	32	18.9	43	16.9	75	17.7
3	31	18.3	39	15.4	70	16.5
2	17	10.1	12	4.7	29	6.9
1	45	26.6	52	20.5	97	22.9
NR	6	3.6	13	5.1	19	4.5

$X^2_{M(O/E)} = 13.7$ ($P \leq .01$); $X^2_{F(O/E)} = 75.24$ ($P \leq .001$);

$X^2_{T(O/E)} = 72.04$ ($P \leq .001$); $X^2_{M/F} = 13.78$ ($P \leq .01$)

TABLE II.7

GETTING AND HOLDING A JOB
Learn the Fundamentals of Being an Employee

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	27	16.0	91	35.8	118	27.9
4	55	32.5	69	27.2	124	29.3
3	58	34.3	62	24.4	120	28.4
2	20	11.8	16	6.3	36	8.5
1	7	4.1	9	3.5	16	3.8
NR	2	1.2	7	2.8	9	2.1

$X^2_{M(O/E)} = 59.56$ ($P \leq .001$); $X^2_{F(O/E)} = 101.64$ ($P \leq .001$);

$X^2_{T(O/E)} = 132.52$ ($P \leq .001$); $X^2_{M/F} = 22.50$ ($P \leq .001$)

TABLE II.8

GETTING AND HOLDING A JOB
Help You Financially

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	24	14.2	53	20.9	77	18.2
4	41	24.3	39	15.4	80	18.9
3	35	20.7	48	18.9	83	19.6
2	24	14.2	25	9.8	49	11.6
1	40	23.7	71	28.0	111	26.2
NR	5	3.0	18	7.1	23	5.4

$X^2_{M(O/E)} = 8.50$ (NS); $X^2_{F(O/E)} = 24.59$ ($P \leq .001$);

$X^2_{T(O/E)} = 24.25$ ($P \leq .001$); $X^2_{M/F} = 9.02$ (NS)

TABLE II.9

GETTING AND HOLDING A JOB
Move up the Ladder in Your Occupation

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	21	12.4	37	14.6	58	13.7
4	21	12.4	41	16.1	62	14.7
3	43	25.4	54	21.3	97	22.9
2	26	15.4	31	12.2	57	13.5
1	52	30.8	71	28.0	123	29.1
NR	6	3.6	20	7.9	26	6.1

$X^2_{M(O/E)} = 24.45$ ($P \leq .001$); $X^2_{F(O/E)} = 21.73$ ($P \leq .001$);

$X^2_{T(O/E)} = 43.74$ ($P \leq .001$); $X^2_{M/F} = 2.88$ (NS)

TABLE II.10

GETTING AND HOLDING A JOB
Achieve Happiness in Your Work

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	19	11.2	44	17.3	63	14.9
4	30	17.8	64	25.2	94	22.2
3	57	33.7	76	29.9	133	31.4
2	28	16.6	22	8.7	50	11.8
1	31	18.3	37	14.6	68	16.1
NR	4	2.4	11	4.3	15	3.5

$X^2_{M(O/E)} = 24.55$ ($P \leq .001$); $X^2_{F(O/E)} = 38.09$ ($P \leq .001$);

$X^2_{T(O/E)} = 53.00$ ($P \leq .001$); $X^2_{M/F} = 11.70$ ($P \leq .01$)

In addition to the Occupational Relations course, students training in office work continued classes in shorthand, typing, or bookkeeping; students working as mechanics enrolled in shop courses in school; but not all occupations at which students worked in the community had specifically related courses in school.

The coordinator of the program had two hours per day of assigned time to check the students' progress on the job with employers. Visits to the training stations were made about every two weeks. Individual problems of students arising out of their work experiences were discussed during the coordinator's regular counseling hours at school.

The on-the-job phase of this program was very important to this group of participants. It is probably true in other cooperative education programs also. Tuttle (1964) discovered that the main reasons why students took the cooperative work experience education program was to obtain work experience and to earn extra money. The participants perceived that getting practical experience to get started in the world of work is very possible through a program of cooperative work experience education.

Human relations

The area of human relations as it pertains to cooperative work experience education was evaluated in Part III of the questionnaire. The importance of education in this area is indicated by the following reaction of a former student:

> I feel the greatest benefit I received from the program was in the area of human relations. All through my military and civilian careers I have recalled experiences learned. The greatest benefits are in learning job responsibility, getting along with employer and other employees and the public you serve prior to actually being confronted with getting your first salaried job.

Tables III.1 through III.4 make evident the fact that the participants in this study thought that the human relations factor was somewhat to extremely important for 79.9 percent to 95.4 percent of them. The most helpful items were learning to get along with employers, employees, and developing personality and poise as is evident in Tables III.2, III.1, and III.3. Approximately 80 percent indicated in Table III.4

TABLE III.1

HELP IN HUMAN RELATIONS
Learn to Get Along With Fellow Employees

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	40	23.7	90	35.4	130	30.7
4	69	40.8	83	32.7	152	35.9
3	46	27.2	52	20.5	98	23.2
2	10	5.9	12	4.7	22	5.2
1	3	1.8	12	4.7	15	3.6
NR	1	0.6	5	2.0	6	1.4

$X^2_{M(O/E)} = 87.54$ $(P \leq .001)$; $X^2_{F(O/E)} = 112.06$ $(P \leq .001)$;

$X^2_{T(O/E)} = 186.32$ $(P \leq .001)$; $X^2_{M/F} = 11.16$ $(P \leq .05)$

that they had been able to make a more satisfactory adjustment to their school situation than otherwise might have been

possible through the cooperative work experience program. Both men and women felt that learning to get along with employers was the most important item in this part of the instrument. Women felt more strongly about the importance of this point than did the men for 39.0 percent of the women as against 24.9 percent of the men rated the item extremely important. Apparently employers are very important people in the lives of young workers.

TABLE III.2

HELP IN HUMAN RELATIONS
Learn to Get Along With Employers

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	42	24.9	99	39.0	141	33.3
4	66	39.1	86	33.9	152	35.9
3	46	27.2	48	18.9	94	22.2
2	8	4.7	9	3.5	17	4.0
1	5	3.0	8	3.2	13	3.1
NR	2	1.2	4	1.6	6	1.4

$X^2_{M(O/E)} = 82.25$ $(P \leq .001)$; $X^2_{F(O/E)} = 142.92$ $(P \leq .001)$;

$X^2_{T(O/E)} = 209.85$ $(P \leq .001)$; $X^2_{M/F} = 10.36$ $(P \leq .05)$

Other investigators of cooperative work experience education have found the human relations aspect to be important. Fielstra (1960) and Kimbrell (1969) reported this to be true in their investigations. Klaurens (1967) stated that students in her study said that they looked for opportunities for personal development and self fulfillment on the job.

TABLE III.3

HELP IN HUMAN RELATIONS
Develop Personality and Poise

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	24	14.2	95	37.4	119	28.1
4	56	33.1	60	23.6	116	27.4
3	53	31.4	64	25.2	117	27.7
2	18	10.7	20	7.9	38	9.0
1	12	7.1	11	4.3	23	5.4
NR	6	3.6	4	1.6	10	2.4

$X^2_{M(O/E)} = 51.39$ ($P \leq .001$); $X^2_{F(O/E)} = 94.84$ ($P \leq .001$);

$X^2_{T(O/E)} = 110.96$ ($P \leq .001$); $X^2_{M/F} = 26.53$ ($P \leq .001$)

TABLE III.4

HELP IN HUMAN RELATIONS
Make a More Satisfactory School Adjustment Than
You Otherwise Might Have Made

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	25	14.8	50	19.7	75	17.7
4	46	27.2	55	21.7	101	23.9
3	44	26.0	63	24.8	107	25.3
2	24	14.2	31	12.2	55	13.0
1	25	14.8	42	16.5	67	15.8
NR	5	3.0	13	5.1	18	4.3

$X^2_{M(O/E)} = 15.21$ ($P \leq .01$); $X^2_{F(O/E)} = 12.51$ ($P \leq .01$);

$X^2_{T(O/E)} = 24.49$ ($P \leq .001$); $X^2_{M/F} = 3.19$ (NS)

Citizenship education

Part IV of the questionnaire appraised the judgments of the former students on their perception of the citizenship values which the program might have had for them. One student said that it was:

> A very good experience to put a student into the actual working world while still attending school. Better communication between the student and the community may help eliminate youth from revolt or entering the hippy commune.

The former students believed that, as evident from Tables IV.1 through IV.3, they found the program somewhat to extremely

TABLE IV.1

HELP IN CITIZENSHIP EDUCATION
Develop Better Understanding of the Community

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	17	10.1	56	22.0	73	17.3
4	39	23.1	55	21.7	94	22.2
3	69	40.8	71	28.0	140	33.1
2	25	14.8	32	12.6	57	13.5
1	17	10.1	34	13.4	51	12.1
NR	2	1.2	6	2.4	8	1.9

$X^2_{M(O/E)} = 57.10$ ($P \leq .001$); $X^2_{F(O/E)} = 21.80$ ($P \leq .001$);

$X^2_{T(O/E)} = 62.29$ ($P \leq .001$); $X^2_{M/F} = 14.87$ ($P \leq .01$)

helpful in from 85.6 percent to 89.9 percent of the instances. The most beneficial point was that of making the transition from school to work as presented in Table IV.2. Women rated

TABLE IV.2

HELP IN CITIZENSHIP EDUCATION
Make the Transition from School to Work

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	33	19.5	81	31.9	114	27.0
4	42	24.9	74	29.1	116	27.4
3	51	30.2	58	22.8	109	25.8
2	19	11.2	22	8.7	41	9.7
1	23	13.6	14	5.5	37	8.7
NR	1	0.6	5	2.0	6	1.4

$X^2_{M(O/E)} = 20.81$ ($P \leq .001$); $X^2_{F(O/E)} = 73.91$ ($P \leq .001$);

$X^2_{T(O/E)} = 79.20$ ($P \leq .001$); $X^2_{M/F} = 16.80$ ($P \leq .01$)

TABLE IV.3

HELP IN CITIZENSHIP EDUCATION
Become a More Responsible Citizen Than
You Otherwise Felt You Might Have Been

Rating	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
5	23	13.6	50	19.7	73	17.3
4	44	26.0	66	26.0	110	26.0
3	55	32.5	64	25.2	119	28.1
2	24	14.2	36	14.2	60	14.2
1	22	13.0	32	12.6	54	12.8
NR	1	0.6	6	2.4	7	1.7

$X^2_{M(O/E)} = 26.94$ ($P \leq .001$); $X^2_{F(O/E)} = 19.58$ ($P \leq .001$);

$X^2_{T(O/E)} = 42.00$ ($P \leq .001$); $X^2_{M/F} = 4.09$ (NS)

this point almost twice as important as the men did. Developing better understanding of the community and becoming responsible citizens were other values of importance to the former students.

That cooperative work experience education does have citizenship values for students was also found to be true in the Fielstra (1960) and the Kimbrell (1969) studies. Giving more emphasis to citizenship values in cooperative work experience education program in schools may help to produce better communication and understanding between "the establishment" and the younger generation.

Related instruction

Nearly all (96.9 percent) of the students enrolled in a course called Business and Industrial Relations. Details of the content of the course were given earlier in this report.

In this study students were asked which of the four main points with the twenty-three sub-points in the questionnaire helped them in their work. Many of the twenty-three items had been covered in the course in Business and Industrial Relations. A tabulation showed that 231 respondents who answered the question listed one or more of the items as being helpful to them. The items mentioned most frequently were: (1) Gained knowledge and attitudes necessary for successful job performance; (2) Broadened my understanding of the occupational world and working conditions in the world of work; (3) Learned to get along with fellow employees; (4) Learned to get along with

employers; (5) Learned to assume responsibility; and (6) Gave me fundamental ideas or background of business.

It was stated in Chapter I that the underlying assumptions of the program were that in the total development of the individual, actual experience in the work environment of the community was important; that the school should help the student to explore his interests and aptitudes in an occupational situation; and to work closely with the student to ascertain whether or not he was achieving his vocational objective. The class in Occupational Relations was learner centered and afforded the coordinator the opportunity to help determine how much of the instruction should be specific to a given occupation; what amount of instruction might be of a group nature devoted to occupational understanding; and how much effort should be devoted to career development which would require education beyond the high school. The participants in this study believed that the course helped them to gain the knowledge, saleable skills, and understanding for successful vocational development.

Analysis of report cards

The analysis of the data contained in the report cards for each of the fourteen years substantiated other aspects of the investigation and contributed the following information:

1. Students were highly motivated as evidenced by the grades they earned. Nearly all of the students (95.6 percent) completed the program in the year in which they began. Most of the students were awarded grades above average; 70 percent

were rated as good and 6.8 percent were rated as excellent.

2. Although the report card structure was changed several times during the fourteen year period, the evidence from these cards revealed the fact that the students fulfilled the four major objectives of the program surveyed by the questionnaire. For the classes of 1937-39 from 81.6 percent to 90.8 percent were rated as good on responsibility, cooperation, work habits, and performance related to their potential. Of the report cards for the period 1940-44, 97.7 percent of the students were rated good in human relations and 93.7 percent were rated adequately prepared for their cooperative work experience education.

3. Attendance of the students on the job was very good to outstanding in 94.8 percent of the cases over the fourteen year period. Students in this category missed fifteen days or less per year. Only 5.2 percent were absent fifteen or more days during the period surveyed.

4. The data from the report cards indicated that most of the males (78.7 percent) were enrolled in saleswork, auto mechanics, machine shop and other technical work. The females were concentrated (87.3 percent) in secretarial and clerical, saleswork, and teaching.

Education beyond high school

Forty-six and one tenth percent did work beyond high school according to Table VI.1.a. Approximately the same percentage of men (46.2 percent) as women (46.1 percent) went on beyond high school.

TABLE VI.1.a

EDUCATION BEYOND HIGH SCHOOL

Response	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	78	46.2	117	46.1	195	46.1
No	87	51.5	128	50.4	215	50.8
NR	4	2.4	9	3.5	13	3.1
Total	169		254		423	

The students attended 117 different schools and colleges. Most of them went to colleges near home including the units of the Montana System of Higher Education, private colleges, business and trade schools, and a variety of educational institutions located in the western and mid-western and the central part of the United States.

The highest level attained by the students is made evident by Table VI.1.b. Most of the respondents obtained

TABLE VI.1.b

HIGHEST EDUCATIONAL LEVEL ATTAINED

	Men		Women		Total	
	No.	%	No.	%	No.	%
Vocational Certificate or Training Program	27	16.0	46	18.1	73	17.3
One Year	6	3.6	8	3.2	14	3.3
Two Years	14	8.3	18	7.1	32	7.6
Three Years	4	2.4	13	5.1	17	4.0
Four Years	18	10.7	21	8.3	39	9.2
Graduate Program	7	4.1	6	2.4	13	3.1
Professional School	4	2.4	0	0.0	4	0.9
Other	2	1.2	7	2.8	9	2.1
NR	87	51.5	135	53.2	222	52.5
Total	169		254		423	

vocational certificates. Nine and two-tenths percent completed four years of college work and 3.1 percent finished some kind of graduate preparation.

Table VI.1.c reveals the degrees or diplomas earned. Nine and seven-tenths percent earned the baccalaureate degree.

TABLE VI.1.c

DEGREES OR DIPLOMAS EARNED

	Men		Women		Total	
	No.	%	No.	%	No.	%
Two Year Diploma	2	1.2	7	2.8	9	2.1
Three Year Diploma or Certificate	1	0.6	9	3.5	10	2.4
Associate of Arts	1	0.6	0	0.0	1	0.2
Baccalaureate	17	10.1	24	9.4	41	9.7
Masters	6	3.6	2	0.8	8	1.9
Professional Certificate	4	2.4	0	0.0	4	0.9
Doctorate*	0	0.0	0	0.0	0	0.0
Honorary	0	0.0	0	0.0	0	0.0
Other	1	0.6	1	0.4	2	0.5
NR	137	81.1	211	83.1	348	82.3
Total	169		254		423	

*One doctorate was discovered after tabulations had been completed.

About two percent obtained the masters degree and one earned the doctorate. Bernstein (1968) in his study found that the cooperative education student as contrasted with the control group wanted to delay entry into the labor market presumably because they wanted to get more education. Perhaps students in cooperative work experience education see the value of

additional education as the result of their experiences as contrasted with those who do not.

Jobs held since high school graduation

Most of the graduates worked at several different jobs during their life time. Nine major occupational categories were developed to classify the variety of vocational experiences reported by the respondents. Table VI.2 shows these classifications and the years of service in the several groups. Most of the respondents worked in clerical and related, homemaking, managerial, professional and related, and in certain major industries and government services. Longevity of work in the several groups varied considerably. It was interesting to note that in homemaking 8.3 percent of the respondents had from thirty-one to forty years experience. Almost 7 percent who worked in major industries did so for a period of thirty-one to forty years. Five and eight-tenths percent who worked in the skilled and manual occupations did so for a similar period. By comparing the work experience education which the respondents had in high school with their subsequent occupational experiences it was determined that approximately sixty percent (57.2 percent) remained in the same field for which they had been trained. An additional 7 percent were in work closely related to their training.

Armed service participation

Seventy-seven and five-tenths percent of the men respondents were in armed service as Table VI.3.a indicates.

TABLE VI.2

OCCUPATIONS AND YEARS OF SERVICE

	Total		Reference but no time Reported		1-3 Years		4-6 Years		7-10 Years		11-15 Years		16-20 Years		21-30 Years		31-40 Years	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Home-making	156	36.9	42	26.9	2	1.3	2	1.3	3	1.9	9	5.8	21	13.5	64	41.0	13	8.3
Profes-sional	100	23.6	23	23.0	29	29.0	7	7.0	12	12.0	8	8.0	9	9.0	10	10.0	2	2.0
Related Manag.	124	29.3	38	30.6	20	16.1	12	9.7	19	15.3	9	7.3	12	9.7	12	9.7	2	1.6
Clerical Related	182	43.0	35	19.2	36	19.8	29	15.9	26	14.3	19	10.4	14	7.7	19	10.4	4	2.2
Sales	94	22.2	22	23.4	31	33.0	15	16.0	14	14.9	2	2.1	6	6.4	4	4.3	0	0.0
Service	54	12.8	11	20.4	18	33.3	7	13.0	8	14.8	5	9.3	2	3.7	2	3.7	0	0.0
Skilled & Manual	69	16.3	19	27.5	12	17.4	12	17.4	6	8.7	6	8.7	4	5.8	6	8.7	4	5.8
Major In-dustry	102	24.1	20	19.6	27	26.5	12	11.8	7	6.9	7	6.9	7	6.9	15	14.7	7	6.9
Govt. Service	96	22.7	21	21.9	25	26.0	19	19.8	10	10.4	5	5.2	5	5.2	11	11.5	0	0.0

Two and four-tenths percent of the women participated. Most of the men and women served in the Army. From Table VI.3.b it is evident that the Navy ranked second for the men. The

TABLE VI.3.a

WERE YOU IN THE ARMED SERVICES

Response	Men		Women	
	Number	Percent	Number	Percent
Yes	131	77.5	6	2.4
No	38	22.5	239	94.1
NR	0	0.0	9	3.5
Total	169		254	

TABLE VI.3.b

WHICH MILITARY SERVICE

Service	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
Air Force	25	19.1	1	16.7	26	19.0
Army	60	45.8	3	50.0	63	46.0
Coast Guard	2	1.5	1	16.7	3	2.2
Marines	5	3.8	0	0.0	5	3.7
Navy	34	25.0	1	16.7	35	25.5
Other	1	0.8	0	0.0	1	0.7
NR	4	3.1	0	0.0	4	2.9
Total	131		6		137	

women divided their service participation equally between the Navy and the Air Force. There was some variation in the service schools attended. Table VI.3.c reveals that Electronic, Radio and Radio Communication schools were attended by 13.9 percent; Special and Technical Armed Forces schools by 13.1

TABLE VI.3.c

SERVICE SCHOOLS ATTENDED

	Number	Percent
Officer candidate	11	8.0
Electronic/Radio/Radio Communications	19	13.9
Clerical/Records	14	10.2
Mechanics/Automotive	13	9.5
Flier/Pilot/Navigator	8	5.8
Health Services	6	4.4
Construction/Sheet Metal/Welding	3	2.2
Special & Technical Armed Forces	18	13.1
Other	4	2.9
Total in Services	137	

percent; Clerical and Records schools by 10.2 percent; and the remainder of the respondents went to officer candidate schools, mechanics and automotive schools among others. Participation in the armed services did contribute to the occupational development of the students in 61.3 percent of the cases.

Income range

Thirty-three and three-tenths percent of the former students gave their income range as between $5,000-9,999 as is evident in Table VI.4. Twenty-two and two-tenths percent reported incomes between $10,000-14,999. The highest income category was $20,000 and over and 10.9 percent reported incomes within this range.

General Comments about the program

The free responses to the open-ended question were grouped into sixteen items as found in Table VII. Many of the comments

TABLE VI.4

INCOME LEVELS ATTAINED

	Number	Percent
Less than $5,000	12	2.8
$5,000-9,999	141	33.3
$10,000-14,999	94	22.2
$15,000-19,999	37	8.7
$20,000 and over	46	10.9
NR	93	22.0
Total	423	

reinforced the objective data obtained in Parts I through IV in the questionnaire. Thirty-two and four-tenths percent perceived the program as very relevant and practical. It helped the students to get along with people in the business world. This was reported by 18.2 percent of those who wrote the comments. Fifteen and six-tenths percent said that they gained experiences which were helpful in getting and holding a job. That favorable results can come from a program of this kind is indicated by the following student's comment:

> If you attack your job with the idea of earning your wages plus something for your employer, good things happen.

Students made many comments which illustrated their personal feelings about the program. These comments are given in some detail in Appendix I.

Interviewing selected participants

Personal interviews were conducted with a random sample of forty-three plus participants in the study. The purposes

TABLE VII

ADDITIONAL COMMENTS

Item	Number	Percent
Helped me to get along with people in the business world	77	18.2
Gave me confidence and poise	53	12.5
Had a good trainer	19	4.5
Counseling of coordinator was very helpful to me	44	10.4
Money earned helped me	17	4.0
Talking with fellow students in class was helpful	2	0.5
Not the work for me	20	4.7
The course (program) was very relevant and practical	137	32.4
Every high school student should have program of this kind	50	11.8
If I have to work again (women) this experience will be helpful	15	3.5
Program especially good for students not going to college	24	5.7
Gave me experience so I could get and hold a job	66	15.6
Helped me select career	42	9.9
Good transition from school to work	27	6.4
Work like this we had years ago being started now	11	2.6
Other	63	14.9
Total Responses	423	

of these interviews were: (1) To ascertain whether or not the recipients understood the question to which they were reacting; and (2) To obtain information which the participants might be willing to give orally but not put in writing.

Apparently the questions in the instrument were understood well. Only one of the former students felt that the questions were unclear to her. She felt that since she did not get to go to college, the questions did not really apply

to her. She felt however that the cooperative work experience education had been helpful to her in getting a job. Thus she was able to help support a large family.

Many of the oral reactions were similar to the written comments found in the answers to the open-ended question on the instrument. Most all of the interviewees felt the program was very helpful to extremely so. Some specific comments were as follows:

1. Students completing high school or college are not equipped to do specific jobs and ought to have work experience education to meet this need.
2. The program keeps young people in touch with reality.
3. It helped me in bringing up my own children for I learned something of the working world which I could pass on to them.
4. I became interested in starting a business of my own through this program.
5. It helped me to supervise ten employees later on in my career.
6. It was good preparation for me for family life later on because I could appreciate my husband's problems in the business world.
7. There is too much routine in some jobs. Students need more variety and involvement.
8. When you have a job you work!

The interviews were all rewarding to this writer. Talking with former students who were enrolled in this program twenty-six to forty years ago was most enlightening and satisfying.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

> I feel a program of this type has it's place in any school system. Not every child is or wants to continue with four years of formal education at the college level. A program of this nature would be of great benefit to many students.

Summary

The purpose of this study was a critical examination of a program of cooperative work experience education conducted in the early years of the movement in the United States. The appraisal of the program twenty-six to forty years later analyzed the perceptions of those who completed the program and surveyed their pertinent activities during the long period of time. The program was developed in Lewistown, Montana, a city of approximately five to six thousand people. The high school enrollment ranged from 504-841 students. The great depression of the thirties and World War II of the forties constituted the socio-economic climate of the times.

There was a dearth of literature directly related to the study. A number of longitudinal studies (Terman, 1925-26, 1930, 1947, 1959; Rothney, 1958; Campbell, 1965; Flannagan, 1920; and Bachman, 1967) have been done. They reflect the concept that follow-up studies which span a period of many years may provide important results. Follow-up studies done

by Fielstra (1961), Kimbrell (1968), Tuttle (1964), Bernstein (1968), Klaurens (1967) and Wamhoff (1969) were directly related to cooperative work experience education and revealed rather uniform satisfaction by the students involved.

Part I of the questionnaire surveyed the perception of the former students concerning the helpfulness which their cooperative work experience education had to their vocational choice. Reference to Tables I.1 through I.6 reveals that from 73.7 percent to 92.3 percent found this phase of the program somewhat to extremely helpful. The most helpful items relating to vocational choice were those which gave the students fundamental ideas and background in business and helped them to develop appreciation and understanding between formal education and job success as these relate to career choices

Part II of the instrument appraised the evaluations of the participants in the area of getting and holding a job. Tables II.1 to II.10 make it evident that from 64.8 percent to 94.3 percent considered this part of the program to be somewhat to extremely helpful. The most helpful items were those which aided them to broaden their understanding of the occupational world and the working conditions in the world of work, learning the fundamentals of being an employee, learning to assume responsibility, and to gain knowledge and attitudes necessary for successful job performance.

Part III of the questionnaire surveyed the reactions of students to the human relations value of the program. Tables III.1 through III.4 reveal that from 79.9 percent to 95.4

percent indicated that their preparation in this area was somewhat to extremely helpful. The most important items mentioned here by the participants were learning to get along with employers and employees.

Part IV of the instrument reported the feelings the students had toward the citizenship values of their experiences. Tables IV.1 through IV.3 make evident the fact that from 85.6 percent to 89.9 percent thought the program to be somewhat to extremely helpful. Making the transition from school to work was the most important item in this section of the questionnaire.

Reference has been made to certain comparisons between this study and those of Fielstra (1960) and Kimbrell (1969). Not all elements can be compared rank to rank. The Fielstra and Kimbrell studies had 17 items each whereas this study has 23. Table X.1 shows comparisons which are informative.

The most important items in all three studies for the participants appear to be learning to get along with employers and employees, broaden their understanding of the occupational world and working conditions, learning the fundamental ideas or background of business, and gaining knowledge and attitudes necessary for successful job performance.

Nearly all (96.9 percent) of the students participating in this study were enrolled in a course called Business and Industrial Relations as described on page 29. In general, it may be said that the former students gained insight to vocational choice, getting and holding a job, and understanding of human relations, and citizenship education.

TABLE X.1

COMPARISON WITH FIELSTRA AND KIMBRELL STUDIES OF ITEMS FOUND TO BE SOMEWHAT TO EXTREMELY HELPFUL BY TOTAL GROUP OF PARTICIPANTS

Rank	Question Item	Identification	Rank Order Fielstra 1960	Rank Order Kimbrell 1969
1	III 2	Get along with employers	2.5	3
2	III 1	Get along with employees	2.5	3
3	II 5	Broaden understanding of work	7	12
4	II 7	Learning being employee	1	7
5	II 3	Learn responsibility	5.5	1
6	I 2	Business ideas	-	-
7	II 1	Knowledge and attitude for job performance	4	2
8	I 4	Education and job success	10.5	9
9	III 3	Develop personality and poise	12	10.5
10	IV 2	Transition school to work	10.5	13
11	II 2	Acquire basic habits of industry	5.5	5.5
12	IV 1	Understand community	16	15
13	IV 3	Responsible citizen	-	-
14	I 6	Suitability for work	-	-
15	II10	Achieve happiness	-	-
16	III 4	Make school adjustment	17	17
17	II 4	Relationship of work and wage	14	14
18	I 5	Explore fields of work	8.5	10.5
19	I 1	Choice of life work	13	4
20	I 3	Progress toward goal	8.5	8
21	II 6	Get first job	-	-
22	II 8	Help financially	15	16
23	II 9	Move up ladder in occupation	-	-

Education beyond high school involved 46.1 percent of the participants. This is a relatively high percentage considering the fact that the period covered included both the depression and World War II years. It is obvious that cooperative work experience education students can do work beyond high school. High schools, community colleges, colleges, and universities might well consider developing integrated

programs of cooperative education to provide relevant preparation for students who wish to go beyond high school in their vocational development.

Most of the graduates worked at several different jobs during their life time. Longevity of work in the several groups varied considerably. Approximately sixty percent remained in the occupation for which they were trained.

Seventy-seven and five-tenths percent of the men and 2.4 percent of the women participated in the armed services. This experience contributed to the occupational development in 61.3 percent of the cases. The armed services training programs do have some relationship to civilian life.

One third (33.3 percent) of the students reported an income range of between $5,000 and $9,999. This relatively low income is no doubt due to the fact that 43.0 percent were employed in clerical and related fields as shown in Table VI.4. Clerical salaries are generally lower than is true of other occupations. The highest income category was $20,000 and over which was achieved by 10.9 percent of the respondents.

Conclusions

The following conclusions are based on the data in this report:

1. Probably the greatest value to the former students participating in this study was in human relations especially employer, employee relations, and the development of personality and poise. Women rated these three points as extremely important in 39.0 percent, 35.4 percent and 37.4 percent

respectively. The general range for the four items in this category was from 79.9 percent for somewhat helpful to 95.4 percent for extremely helpful.

2. The program was somewhat helpful to extremely helpful to the participants in aiding them to make a vocational choice in 73.7 to 92.3 percent of the times.

3. In the area of getting and holding a job cooperative work experience education was somewhat helpful to extremely helpful in from 64.8 to 94.3 percent of the situations.

4. Citizenship education was also somewhat to extremely helpful to the participants in from 85.6 to 89.9 percent of the cases.

5. The class in Occupational Relations (also called Business and Industrial Relations) was a very worthwhile accompaniment to the on-the-job aspect of the program.

6. This program did not handicap students in going on for education beyond the high school. A creditable number (46.1 percent) took additional training beyond high school. Nine and seven-tenths percent completed the baccalaureate degree.

7. Employment stability was average or better. Approximately sixty percent (57.2) remained in the same field for which they had been trained. Almost seven percent who worked in major industries did so for a period of 31-40 years. Five and eight-tenths percent who worked in the skilled and manual occupations did so for a similar period.

8. The armed services experiences were helpful to 61.3 percent of the participants in this study.

9. The salaries earned by the former students over the twenty-six to forty years were modest. Ten and nine-tenths percent earned over $20,000 per year.

10. In general, from the objective data, the informal reactions, the personal interviews the cooperative work experience program could very well be called a study in success twenty-six to forty years later.

Implications

1. Programs of cooperative work experience education might well be provided in all high schools in the country for those students who wish to elect this option in their curriculum. Conant (1959) a number of years ago recommended that all high schools provide a diversified program for the development of marketable skills. The writer believes that cooperative education programs should be extended beyond the high schools of the country to the community colleges, the senior colleges, and the universities.

2. Much in-depth study of human relations or what Wamhoff (1969) called the self-concept of vocational ability is needed. Borow (1969) called this the work ethos or a set of interpersonal relations, attitudes, rules of etiquette involving fellow workers.

3. There is need, even more now than when this writer started this program in 1930, to give attention to the student

and his vocational development than to the survey of jobs in the community. Job surveys are very important but a survey of students' vocational interests and aptitudes should come first.

4. Finally, there is a real need to give very serious attention to the concept that school programs should be related to experiences in the community. One of the major themes in the special report of the Carnegie Commission on Higher Education, Less Time, More Options (1971) was:

> Society would gain if work and study were mixed throughout a lifetime, thus reducing the sense of sharply compartmentalized roles of isolated students versus workers and youth versus isolated age. The sense of isolation would be reduced if more students were also workers and if more workers could also be students; if the ages mixed on the job and in the classroom in a more normally structured type of community; if all members of the community valued both study and work and had a better chance to understand the flow of life from youth to age. Society would be more integrated across the lines that now separate students and workers, youth and age.

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APPENDIX I

FREE RESPONSES TO QUESTION VII

Not all the responses which the former students made to open-ended question VII and the additional letters which many of the students wrote could be included. Space was a limiting factor. There were many repetitions of the same idea. Those included, it is felt, were illustrative of the ways different students make applications of the work experience education.

The statements have been classified into the same system used in coding them in the main body of the report. Some of the quotations included a number of points. In many instances these ideas have not been separated, for to have done so would have limited the real meaning the student was trying to convey.

The Program Helped Me to Get Along in the Business World

> I gained knowledge in handling children. Enjoyed my experiences in creative dramatics under _____ _____ at the _____ school. It helped me to be able to meet and visit with people which was very hard for me at this age. The teaching experience at _____ school helped me in many ways. When I was in high school I was quite an introvert and this experience helped me to overcome this.

> I feel the greatest benefit I received from the program was in the area of human relations. All through my military and civilian careers I have recalled experiences learned. The greatest benefits are in learning job responsibility, getting along with employer and other employees and the public you serve prior to actually being confronted with getting your first salaried job.

This was a very valuable experience for me, it taught me how to get along with my immediate supervisor who was heartily disliked by everyone in the business.

Probably the most I gained from the program is the fact that to be successful you have to be able to get along with people. This to me is as important as knowing your job.

The vocational program is something that cannot be attained in a classroom. The association with employers and employees better prepared the student for exposure to his basic responsibilities upon graduating and determined his vocation.

As a result of the job I have been active in community affairs, gained more confidence, attained more friends, got along better with people through my job associations then I ever did in school. I gained confidence enough to be the head of a few groups but would still rather let somebody else do the leading.

Experience gained by a teenager in getting along with the boss, fellow employees, and customers is a very good start in life.

I believe the program helped mature those of us involved in it. We worked along with grown people as fellow employees and I believe that it eased the shock of facing the world after high school.

<u>The Program Gave Me Confidence and Poise and Helped in Self Development</u>

The teaching experience at school helped me in many ways. When I was in high school, I was quite an introvert. This experience helped to overcome this; plus helping me to develop my real self and I would recommend the program very highly.

The main thing I learned from my job at _____ was confidence.

Participation in the program in high school was a premise for my ability to cope, educate myself and

insist my children obtain sufficient experience in education to sustain their life pattern.

It did help me to gain poise and confidence. The experience I received in this program gave me the self-confidence, experience and understanding of the business world I needed to be successful in any job.

This program was very helpful to me as it gave me the confidence in myself and that I was capable of advancing in this field to a well paid job. I have always felt I gained more from this than anything else I took in school.

It helped me to be aware of my own capacities.

I think the training I got helped me to be responsible, prompt and dependable in jobs before my marriage.

I proved to myself that I could function successfully in the adult world and it filled me with confidence to proceed to get an education and very importantly confidence that I could get a job if there were any available.

This program filled a very important need at the time many of us were unable to attend college. It also helped to mature us. We were better able to make the grade when we were able to attend service schools.

This was a good program in my opinion as it gave me an opportunity under supervision and in a somewhat sheltered circumstance to try myself and see how well I could do in a strange environment--something completely different that I was used to.

It helped me in that I learned to meet the public, now I can wait on customers and make them feel they are the most important persons in the store.

The employer-employee relationship experience has aided me in many situations over the years and I feel the course was very valuable.

It helped me to be at ease with people and to be aware of my own capabilities.

Most important is you learn how to get along with people. You learn from the boss right on down the line. If you can't learn how to get along with people you are lost. This training was very helpful in this respect. If the new generation could only master that point we would have a lot less problems.

Working with people is always easy for me but the experiences gives depth and understanding of the many problems one confronts.

Getting along well with people, being diplomatic and having a sense of humor to see you through difficult situations were just a few of the things I felt the program tried to instill in us, and these are the very "essentials" of life whether you're a housewife or the president of some big company.

I learned that to be satisfied with your job you have to enjoy working with your fellow employees. When I went out to look for a job after graduation I was very careful to decide on a job where I felt I would be able to work well with the other employees. After my experience in my part-time job this was more important to me than the wages or the personality of my employer.

Bosses and fellow workers talked bluntly to a kid. If you want to pay attention you learn alot.

I learned how to talk to people, to enjoy people of all types and kinds, how to help people--all of which helped me immeasureably in social work counseling and in individual attention to my students.

I still have fond memories of my experiences with the program. I didn't learn much about the electrical trade but learned alot about life and the value of higher education.

This program assisted most in the area of human relations and job expectations. I developed a life long friendship with my first employers. I loved the work and meeting people--gave me more self-confidence.

The friends I made with fellow employees has lasted to the present time.

I have always appreciated the help I received getting this part-time job in high school. I was a farm girl, very shy and self-conscious and I feel the job helped my to meet people. It has taught me to respect clerks in stores and the store. I sincerely believe part-time work in high school is good for some students.

Your were very helpful with young people, you always had time to help them find a job if it was possible at the time I went to high school.

I might add that it was the outstanding example set my the coordinator that made the course an effective challenge and educational tool.

I have thought of my coordinator many times and the wonderful association I had with him as my teacher and counselor.

I will always feel more enriched having the coordinator as a teacher. He took a good part in helping me start down that road of life.

I do want to say that I don't believe I would have ever come out of my shell of shyness if it had not been for the coordinator. I'll always appreciate that more than anything.

The success or failure of the program depends, in the main, on the coordinator.

Your class and the accompanying occupational program were always one of my favorite subjects. The idea was so right that I never realized it was a whole new program. Imagine my surprise years later when the magazine article appeared, all those educators and the article sounded like they had uncovered a whole new idea.

I started in retail selling and became fashion manager for _____. That was seventeen years ago and I am still here--happy contented with my job and all it's

aspects and I feel I owe it to the start the coordinator gave me in high school. I feel certain I wouldn't have been this far up in the company without the training and counseling I received in the work experience-education program. First, of course, there weren't too many opportunities in our small town and to have the chance at a job in those depression years was a real accomplishment. Next, to be able to hold it was an even greater challenge and I know I worked very hard to keep it and it would have been very embarrassing to me personally to have failed, but I had the confidence in myself and the knowledge from the program and the coordinator actually asking for us--all we had to do was to get there and learn.

I've nothing but the highest praise for the work experience education program I was enrolled in in high school. Of course this feeling may have been swayed by the high regard in which I held my teacher under this program. He and another teacher helped a scared little country girl feel like a worthwhile human being. I suppose every student in growing older looks back and chooses one or several teachers during their educational years that leave a lasting impression. My coordinator was one of those teachers, for the walls of the high school were very cold during my first years of high school but he was there offering encouragement and understanding.

A most interesting and valuable course. Work experience was helpful in attaining a feeling of worth in the adult world of depression years even though I went on to five years of college and didn't immediately enter the working world. One of my most valuable courses.

It gave me a real meaningful way to grow up and become acquainted with world problems on a local level especially.

I Had a Good Employer

I had a good employer who was a great trainer of men.

I feel the training I received taught me responsibility. I think it is very important that the trainee's employer be very strict and make you realize that you have a responsibility. We see so many people today who work only for the paycheck. No true loyalty.

I was lucky to be trained and work for one of the finest men I have ever met.

I have been greatful many times through the years for this program--was fortunate to have Mr._____ as my employer and although at times I thought he was a "Simon Legree" his knowledge and interest in the program at that time has been most beneficial to me.

I worked for _____ and _____. These people were wonderful to me and I enjoyed the work immensely.

It was my good fortune to work with _____. His influence and training was so profound that it is difficult to determine where it begins and ends. Many of the things he taught me are still serving me very well. He had the attitude of an artisan or craftsman and it was this that he taught me more than anything else.

_____ and _____ were very patient with me and gave me the encouragement I needed. Also the regular secretary was extremely helpful. I guess my greatest compliment was that each place I quit they told me to come back if I ever needed a job.

Mr. _____ spent much time and effort in training me. I have nothing but praise for the part-time coop. However, I believe each case is unique depending largely on the time and effort the employer puts forth.

The Counseling of the Coordinator Was Very Helpful to Me

I took my first steps in breaking home ties. I learned to meet and adjust to new people and new situations but I'm afraid if I were on the campus today I'd be among those aggitating for more relevant courses and to force the universities out of the world of theory and into the world of practical reality and thats what your course was all about, wasn't it? And with me at least you succeeded very well. I'm happy to have this opportunity to thank you for your help and understanding thirty years ago.

The Money Earned Helped Me to Go on To School or Other Work

The wages I received during the year of work made it possible to go on to school. It was a great experience.

I am sure we need more of this type of training. Most young people stay on after the program is finished. I could say without it I would have been at a loss both from experience and financial.

The experience gained was very helpful financially in later years by being able to do my own repairing and fabrication of different machines.

It helped me financially as jobs were very scarce.

I was able to save enough to start to college--for this break (in 1938) I shall be ever grateful to the coordinator and the school.

This work experience education surely helped me financially. I was the eldest of six children and my folks didn't have much so I was able to work after school and Saturdays to earn money to have better clothes.

I'm very thankful to have had vocational training as it did culminate in a job--thereby enabling me to go on to college. Also when my children were responsible my part-time experience enabled me to again secure employment so we could assure our children of a college education.

It taught me responsibility and gave me a certain financial freedom due to the fact that I didn't have to ask my parents for "spending money." I felt then and still do that it is a wonderful aid to students.

Talking With Fellow Students In Class Helped Me
I Got to Know Other Occupations

The classroom discussions by the students of their jobs was most interesting to me. Some jobs aroused curiosity others I knew were not for me. Any contact with jobs or occupations are important to find out your interest or lack of it which helps in the final decision.

Class discussions I remember gave an insight to other jobs, experiences, public relations, other than the particular field or job that I was interested in at the time. There was no other subject in high school that I could gain this valuable practical knowledge or experience from.

I Found It Was Not the Work for Me, or of Value to Me

It helped me to be able to meet and visit with people which was very hard for me at this age. Also that I didn't care to clerk so went on to business school.

I had decided on nursing as a career before entering the program so it was not a help to me in deciding on a career. My work experience was a very unsatisfactory one and I withdrew before finishing the program. At the time I remember comparing my opportunities with those of my friends employed elsewhere and felt truly short-changed. I was given almost no opportunity to practice what I had learned. Indeed, I did more dusting then anything else. My employers did very little to teach me about business beyond making change and gift wrapping packages. They did leave me alone in the store for short periods--fifteen to twenty minutes. That made me feel that they considered me trustworthy. I was bored. They offered me no challenge.

My experience in this program pushed me on to get more education. I didn't care for photography work.

My work assignment (small men's clothing store) was unfortunate in that there was no business in 1932-33. No work to do thus no feeling of usefulness and little teaching by the employer. I believe now that success of this type of program would be rare and difficult to achieve in that situations tend to be artificial instead of real, and if real, the attitudes of full employees in labor unions would be destructive. We would gain more by encouraging students to take real jobs to be obtained and held on merit and for pay to be fairly earned. Jobs under training programs tend not to be taken seriously by trainee or trainor with the consequence that the attitudes and habits learned are poor.

It was good to find out that legal secretarial work was not for me.

The Course Was Very Relevant and Practical

I want to tell you how much the coop class meant to me in high school. I really enjoyed the class and believe the experience gained was of great value. My two years of college were spent in pre-dentistry. World War II came along so it was impossible to continue.

Although the class did not help me in my choice of occupation it did help me in human relations. Holding a job and transition from a student to a laboring man.

Gave me an interest in the business aspects of academia to wit I am now and have been for twenty years with a medical school. Am presently executive assistant to my third dean.

Over the years I have been greatful many times for the training I had not only in the part time work but in shorthand and typing and secretarial duties. I had excellent teachers and their training really helped me later on. I've held some very interesting jobs and its always been a comfort to both my husband and to me to know that I could make a decent living if it were necessary. Now all of our children are grown and some gone from home but I'm still working and have for many years simply because I can't stay away. My most exciting and challenging job has been secretary to the president of one of "fortunes 500" manufacturing company.

This was a very valuable experience for me, it taught me how to get along with my immediate supervisor who was heartily disliked by everyone in the store. It also taught me another good lesson I was certain that I didn't wish to continue in this field--low pay--long hours, and so forth. So I went on to secretarial school at night and improved my job position.

I was glad to have an opportunity to work "at" being a secretary. I decided then that I did not wish it for a life's work and tried to adapt my schooling program to university entrance.

The work experience was a "fill in." Little or no attempt was made by the business to actually train to do work.

I feel your program is good, but I do not think my job at _____ _____ doing flunky and cleaning were of much value to me.

My answers may seem contradictory, but I found through work experience education that what I thought I wanted to do, wasn't it at all. But I will always be glad I

had it because it has given me a greater knowledge of language and books that my "formal" education would assume. I also feel that many younger people given new opportunities may find a goal they hadn't realized might be there for them.

My work experience while in high school was in the shoe department in _____. The main thing it taught me was that I wasn't cut out to be a shoe clerk or probably any other type of store clerk. I do feel I am quite well suited to my present occupation which I got into unintentionally. I have achieved a measure of success in it.

Unless it has been improved since _____ school year any student who takes such a course is wasting valuable time. We received course credit rather than income from our work. (I was at _____ school as secretary to the principal.) In the course accompanying our part-time work, the instructor had no experience in business or industry and was completely lost as to what it is all about. As I look back my only reaction is what a waste of time--could have added some advanced course in science and benefited far more.

Actually after twenty-seven years I sincerely doubt the program had much to do with what I am today. However, it did reveal to me at the age of 16-17 how drastic the difference in the working world versus the sheltered world of home.

Program naive. _____ store just got cheap labor.

The experience I had was that it proved I did not want to be a telephone operator or a clerk in a store.

I feel the program has a great deal of merit but in my case it is hard to answer some of the questions as I worked in the library and after working the summer quarter at _____ University I knew this was not for me. This may be an advantage it may help a person to determine at an earlier age what they actually would like to work at in later life.

I have always felt the occupational relations class was the <u>best</u> training I <u>ever</u> obtained. I began teaching in 1944 after ten weeks of summer school and feel the

experience with good teachers through the occupational relations class is the only thing that saved me.

I feel that the occupational relations course and the part-time training course I took in high school prepared me to accept and hold a position as much as the young people of today are prepared in the business and vocational schools. I feel that we learned more in the time that we took than is learned today in a much longer period of time. I feel the education was also much more thorough than seems to be shown by students of today coming direct from business college. I would like to see more schools of today carry a program of this sort. I think it is also valuable for those students who can not afford to go to college. I'm now employed in a doctor's office with full responsibility of secretarial work, bookkeeping, and supervisor of two young girls.

I have often looked back at this class I had in vocational education and what a wonderful opportunity it was. Mainly because our children didn't have the advantage of this type of education and I sincerely feel it would have been a very wise program to have been included in their education.

Here in _____ this program is called Distributive Education. Many students benefit greatly by their participation not only financially but also learning the fundamentals of the world of business. I think it's great.

The program in our high school was invaluable. At this point, and many years later, the schools in this area are only beginning this type of program. They have been far behind in vocational training in the schools. In the field of correction and probation I have been able to see the value of vocational training; particularly for those who have no intention of furthering their formal education. The counseling, guidance and on the job training I had in high school certainly were contributing factors to which the rest of my life has been devoted. In my office here I am using volunteer _____ university students to help tutor and train probationers. I see the value of a high school education and worked diligently to keep the problem children in school until they are graduated.

Over emphasis on academic education has created a surplus of unemployable Ph.D.'s with the resulting scarcity of skilled craftsmen, the law of supply and demand puts the latter in a very enviable position, thanks to this type of program.

I worked part-time at a local general motor dealership. This enabled me to take a course at the General Motors Institute getting further knowledge in mechanics, salesmanship and all phases of the automobile business which has helped me in various ways in my army service and in my present occupation as a rancher.

If you attack your job with the idea of earning your wages plus something for your employer good things happen.

From 1941 to 1967 I was a full time homemaker raising four children. In 1967, then I went to work as a saleslady for _____ in the gift shop and bakery where I am presently employed. I feel that the occupational relations and the job training were of real value to me and I recommend it very highly.

I thought this program filled a real vocational need not met in any other high school course at the time and I was glad to see that the basic goals have carried over into the local and national DECCA organization in which my youngest son belonged during his high school experience. The employer-employee relationship experience had aided me in many situations over the years. I feel the course was very valuable.

As a student working in this program my first responsibilities were in clerking in merchandise, marking and stocking shelves, and selling which was all helpful since I stayed with the company in _____ working in sales, then office. I returned to the _____ store and took the position of office manager and bookkeeper all due to the training I had under the part-time cooperative education program. Most helpful!

I took this program because I wanted to learn to weld, or I should say to learn to do things that are done in a machine shop. I really did learn alot. Many things that I put to good use years later. What we learn when we are young we never forget.

This program was my favorite subject and the one I enjoyed the most. After school I got married and never worked until twenty years later when I went back to the occupation I was trained for. I'd like to see more of this in the school program today.

My chosen occupation was in the field of clinical psychology after graduation from college, but my job training as a legal secretary was of great help to me in achieving this goal and of great help to my husband in achieving his professional goal.

I took my training in a welding shop since then my life work has become refrigeration. I use welding materials quite alot but I think it is a coincidence rather than an off-shoot of the training. However, I'm convinced this type of on the job training is good.

It was a great program, children need experiences of working with public even if they are going on to college. Our four have worked at the store through high school and it has helped them in many ways.

I consider myself fortunate to have been able to take part in this program and can only add that it directly helped me in many cases to assume most any job responsibility.

I felt it was one of the greatest programs in school, especially for girls like me who didn't go on to college. I have used the experiences all of my life so far.

When I graduated from high school the coordinator obtained a job for me with a bank. I worked there for four years, moved to California and worked for a bank for five years then for a period of twelve years I was a homemaker. I returned to the bank six years ago. Due to my previous experience; three years ago I was made corporate officer of the bank. At this time I am assistant manager of operations for our bank.

Learning about jobs and working at a job at the same time is, I believe, the best training one can get.

My working experience with teachers and children in my senior year in high school <u>far</u> surpassed my student teaching at college.

The year I spent in this program was one of my happiest. It made me sure I had chosen the correct field for myself. I wish every high school boy and girl could participate in a program such as this. In fact I feel it is their right to have such a program. There would probably be fewer college dropouts and more people happy in their chosen profession.

Every High School Student Should Have the Opportunity to Have a Program Like This

I feel a program of this type has it's place in any school system. Not every child is or wants to continue with four years of formal education at the college level. A program of this nature would be of great benefit to many students.

It's just thirty years ago this year that I took this course and even though it had a great influence on my life and I remember it clearly, it is somewhat difficult to separate what I learned then from what thirty years of experience in raising children of my own has taught me. I can't see why a similar course wouldn't be of great value to the kids of today.

It was most beneficial to me, and I have often commented that I feel every high school senior should have the opportunity to benefit from a program of this kind.

The program is even more necessary now than when I attended school. Most helpful in making the adjustment from childhood to manhood.

I'd like to see more of this in the school program today.

A program of this kind could be instrumental in helping some young people to work and enable them to get a higher education at the same time.

I wish more young people could have had my opportunity.

It should be a steady program in our schools as it gives the student a chance on his first job to say "yes, I've had experience."

Actually its hard to remember back so many years but I do know I enjoyed this work program and have since encouraged my children to take advantage of it in high school.

I do hope more young people become interested in such training. The biggest benefit that comes through the years was from items one to five on the questionnaire. It gave me a chance to see the front and back of two jobs and as such, broaden the view of one farm kid. If it helped me from a farm background it would seem more valuable to those city kids who come up to maturity without productive experience of any sort.

I have often wished that they had the part-time coop. in our town. So many youngsters have no help in getting jobs, they have no experience when the graduate. Lots of the kids have no idea of how to look for work. We were taught everything in our field. If we had no customers we cleaned, stocked, straightened or kept busy.

I feel very strongly that every high school student should be exposed to their chosen field.

I recommend such a course for all high school students. But at the levels of need. Vocational education is important no matter what goal is sought.

This was a wonderful experience and opportunity for me. My son has just finished high school and I have wished many times that he could have had the same opportunity.

I think the program was excellent and I would like to see it expanded.

I think it is needed (a work experience program) today more than ever. So many young people waste time before they know where they want to go or be.

The greatest. I only wish my children could have experienced this vocational program during their years in high school.

All kids should have it.

We need programs like this to help out the colored young people in the crowded areas who have never worked and could be very beneficial this day and age in the trades and service area where inexperience, sloppy work habits and lack of interest generally prevail in many parts of the country.

I think all high schools in the United States should have a course like this one to help young people to get a start in life.

If I Have to Work Again (Women) I Will Have This Experience to Help Me

I enjoyed my training and I feel that if I ever need to work outside the ranch I have this to help me.

Although I didn't use the experience for quite a few years it helped me a great deal when I did start working in giving me confidence, how to get along with people in the business world.

After school I got married and never worked until twenty years later but I went back to the occupation I was trained for. I'd like to see more of this in the school programs today.

When in 1953 (after fifteen years of devoting my time to raising my four children) I took up "where I left off" in the business world with no difficulty. With only my high school education and part-time training my earnings have contributed to the education of my four who are all graduates of the university (a total of eight degrees).

I believe this is a good program I didn't realize it at the time I took it how it has helped me since I've had to get out and earn my own living since the death of my husband ten years ago.

Because my training was in a department store, I was able to progress to office work, which was directly responsible for securing employment in later years when I

returned to work. Because of previous experience I obtained employment over younger people with higher education but no experience.

If I had to step out on my own I would still go back to some sort of x-ray or laboratory work. Science has made such advanced stride, it would be more interesting than it was thirty-five years ago.

As I was unable to go to school beyond high school this training along with my subjects in school enabled me to get a good job and I think this training is most important today too, as college education is out of reach of alot of young people today also. Even after being just a housewife for twenty-two years I could go back to office work and find many benefits from this work experience education I took while in high school.

I feel it is a background I could put to use if need be.

I am sure I would be able to secure a better job today if it were necessary.

It gave me experience in a field of occupation to which I probably can return at any time that I need to be gainfully employed.

It gave me a career to fall back on if I should ever have to go to work for myself.

The Program is Especially Good for Students Who Are Not Going on to College

I think this would be excellent for students who are not college material--sort of trade school training.

Kids need it now especially those who do not go to school.

For the student not going on to higher education I feel this course to be most valuable. My brothers and several sisters took the course found it very rewarding.

I firmly believe that too much stress is placed upon a formal type of education for all students--college

orientation--when instead I believe that many students should be schooled in the vocational field and I might add I think this should be started at a lower school level than the junior year of high school.

The vocational program is one that is most vital. We all know that all kids aren't college material. Even in cases where college could be a goal I think this training could be a good help.

Gave Me Experience So I Could Get and Hold a Job

The fact that you have worked even though for credit is also an aid in obtaining a first salaried job.

Now when a young person applies for work he asked about his previous experience and it is hard to find a job unless you have experience and working through a school is one way to get it. I think more emphasis should be placed on how to act and dress for an interview.

The course was beneficial in helping to gain work experience and this got me my first job.

The prior experience made it easier to negotiate with employers as to job position and salary.

My part-time employment was in a law office. I was so much in a frightened state of mind because the employer would look down at me under his beetling brows and give instructions while dictating reams of briefs, that I really didn't get oriented except to realize the difference between school and business. When he left he said "_____ you will someday be a wonderful secretary for someone but don't try the legal profession." So--o--o-- I've had three legal positions since and passed with flying colors.

I was so pleased to receive the enclosed questionnaire as I have often wanted to tell you what a large role my brief period of work in _____ law office has played in my life. After one year in college I was married and while my husband was taking his pilots training I found a job with an excellent law firm in _____, California and this made a difference between my being able to be near him or staying in Montana.

Work experience education starts you out in life with the word experience behind your name which is a great asset when you apply for a job. It also gives you the confidence needed to go forward.

Since I was in the program I have never been without a job. I think my early training helped alot.

This was probably the most important class I took in high school because I was able to tell an employer I could actually do certain things. I feel that all schools should have this program.

I have felt that the work experience and the classroom work were both helpful primarily in opening the doors for the first steps in the productive road. That is probably as much as can be expected for one year with seventeen and eighteen year olds. The school cannot take students farther than they are ready for.

The years 1937 and 1938 were real depression years and I know I was one of the very fortunate members of graduating class of 1937 who was lucky enough to even get a steady job. The steady job paid $32.00 per month and at that time it was working ten hours per day six days a week. Times have changed greatly since then thank heaven and I shall always regard this work experience and the bad times as a very growing experience. It gave me responsibility and taught me the financial facts of life.

The program was extremely helpful in gaining the necessary experience to go into business for myself.

I am so very glad to have this opportunity to tell you and anyone who will listen about this course, in fact I have been telling people how valuable it was ever since I took it. You could flounder and never get started unless given an opportunity to go "on your own wings"--actually apply what you have learned.

I feel the program got me off on the right foot by providing some formal instruction on what an employer expects and is entitled to. In the last few years there have been articles in our local papers praising the "new work experience programs." My son and daughter

have both participated in the work but they had no coordinating classes which is a deficiency, I feel.

I was able to get a job in a California store mainly because of having had this experience.

Went to work right after high school and have been working for the _____ company ever since.

Life has been good to me and my family in the field of selling since my early days with the paper route and then my first job with the _____ grocery under the direction of the school.

If it had not been for the vocational program in high school, I probably would never have graduated. I did not like school. My interests were in things mechanical (engines and so forth) this program helped me to find an outlet for these interests. I have been associated with trucks and trucking for years and now am the owner of a very good transport and refrigeration business here in _____.

Helped Me Select a Career

It was how I got my start.

I feel this program helps young people to choose their occupation and very worthwhile to participate in it.

At the time I signed up for vocational education I had no idea of what to do in school or what line of work to follow.

I feel this was a very good program, it gave me an opportunity to get started in something I always wanted to do. I firmly believe that this program is very beneficial to students. It helps develop a firmer goal and aids in their direction on further educational developments.

This program helped me to make up my mind to go into teaching rather than social work. I was given a chance to do both. As I entered college I knew exactly what I

wanted to do and did not change my mind during those four years. I have taught fifteen years and love it.

I'm sure the program started my interest in the automobile business--had I not had the chance to break in with the program I might not have gotten into a field I've enjoyed for many years.

I think the program is a real help to students. I feel it really helped me to get a start in the world.

I took practice teaching at the junior high school. I'm sure it is what made me want to become a teacher and a good one.

I attributed my success to the following: advise of my parents toward an appropriate occupation for a woman, my high school education including this work experience, my thirst for knowledge by which to progress.

Helped me decide what I wanted to do after I left school and I found it.

I think the work experience program is wonderful training for students. In my case it helped to prepare me for the business world and helped me make a decision to go into stenography work.

I was debating between art and physical education when in high school. This experience of assisting a teacher definitely helped me to decide in favor of physical education.

This program helped me decide what field I wanted to go into (fashion merchandizing).

Yes the program has definitely helped me in my life's work.

I can frankly say through fate, luck or being interviewed by my coordinator I determined that I would like traffic management and transportation. I was put into on-the-job training in one of the local establishments

at which I was happy, kept with it, worked there, and now thirty-three years later own the place.

My first experience was very unpleasant due to poor supervisor of student workers. Her lack of patience, understanding discouraged any further interest in that line of work. A change to another line of work under another supervisor restored my interest in job training and choosing a life work. It was of immense help to me. This type of program can be very successful but a close watch should be kept on the supervisor in charge of students to avoid experiences that discourage instead of stimulate interest.

It was a very important first step in my program and I never stopped running.

The experience I gained from the program as to my aptitude for office type work has been verified by thirty years of this work and I still find challenges and enjoy it.

It was good for me to get out from the "sheltered" family business for a short time and my experience with _____ helped settle the choice of a vocation. It was worthwhile.

Schooling Is Essential but It Must Be Implemented By Work Experiences to Be Successful

It was a fine transition from the school to the professional world and should certainly be continued.

On the job training is a valuable aid to an educational curriculum at any level. There is no substitute for experience.

This program helped me alot even though I spent most of my life as a career soldier. It is a fine transition from school to work.

In many cases the experiences from this type of program could prove very valuable and certainly the knowledge gained is used throughout ones life.

A good program. Teaches young people to assume certain amount of responsibility also broadens viewpoint both in the community and the school.

Very fine program, offers excellent start on school to job transition.

I believe this experience was important in forming a proper attitude and made the transition from school to job easier.

The added help from the program was exceptionally good in the transition from school to work and holding a job during a depression.

Work Like This Which We Had Years Ago Is Being Started Now

I didn't realize it while I was in school but teaching in other school systems both in Montana and Oregon and working with my own children as they've gone through school has made me aware of the excellent and forward looking school system we had.

I feel all high schools should have such a program. Unfortunately, they don't--seems that we had a privilege not enjoyed by all.

I worked my senior year in high school for the assistant principal. Since having my own family and moving to _____ I have wondered many times why the schools here were so "slow in starting a program they call DECCA--Distributive Education" this program was only started in our school while my youngsters were in high school. I felt my own experience was so valuable that I could not understand why a school system as large as this one had not started such a program years ago.

One of my most valuable courses. We were way ahead of our time, weren't we? The same thing is touted as "new" these days.

I have always felt the vocational guidance program was excellent and away ahead of its time, too bad more students do not have access to a similar program.

This was a program much ahead of its time. The federal government is now using similar techniques with low income groups and rehabilitation programs.

I have lived in many parts of the United States and never have found a program of comparable quality in other schools. Our school must have been a "true" educational pioneer.

Other

The work was an introduction to town life and merchandizing but it could have been a little more revealing in the field of basic economics.

I feel trade unions should work with the schools on this type of program thereby giving more students a chance to learn a trade.

I'm sure the class would have made more impression and would have gotten more out of it if I had been in it longer.

It's been a long time but the way I see it now, more counseling is needed with the adviser to determine more accurately whether the student fits the type of job he thinks he wants.

I don't think the program was broad enough at that time and didn't offer the variety of vocations that can be had today.

I wish we could have been tested for aptitudes more, I almost got "locked in" to other work before I found out how much I liked to work with my hands. I studied salesmanship but I've been a happy electrician for eighteen years.

I haven't had to work since I've been married but the experience has helped me in the many civic and philanthropic programs I've been on.

I had a small voice in setting up our program here. It is off to a good start.

In recent years, I have often deplored the fact that the high schools in the areas where we have lived did not have the work experience education program. Too many high school graduates are suddenly through school with some college entrance classes behind them, no desire or need to go on to college, no work experience, no practical training. I believe more attention should be paid to this in high school and more stress should be placed on good technical schools. There is a definite need for the technical school graduate in our society, along with the college graduate.

The program helps the employer get good employees.

I feel this program might best be worked out on vo-tech or junior college rather than a high school level.

Businessmen need to give more emphasis to over-all training, not just one job. It is too easy to put kids on routine jobs.

This program was especially helpful in teacher education when I went on to college.

I have been constantly upgrading my knowledge in the skills and have for five years now been employed by an excellent firm and now make a salary comparable to a man employed in the same capacity.

Women students should be encouraged to tackle any type of job they prefer and have an aptitude for, they can succeed--times have changed since I graduated in 1942.

APPENDIX II

FIRST FOLLOW-UP LETTER

Mr. L. O. Brockmann
Box 223
West Glacier, Montana
59936
August 19, 1971

Dear Friend:

A few weeks ago, I sent you a letter and questionnaire concerning your feelings about the work experience education, (or coop education), you had while at Fergus High. To date, I have not heard from you. Perhaps you returned the questionnaire in the last day or so. If you did, please make a note on the enclosed copy and return it in the enclosed addressed envelope. Possibly you did not get one. If so, use the one enclosed and return it. If you do not wish to fill out the questionnaire, please return it with your name and address. I want to receive a 100% return on all the questionnaires out. Your response will be deeply appreciated.

Enclosed is a list of former students whose addresses we could not find. If you know where any of these former students are, please list their addresses and return the enclosed list with your questionnaire.

Thanks a million for your help.

Sincerely,

L. O. Brockmann

APPENDIX III

SECOND FOLLOW-UP LETTER

Mr. L. O. Brockmann
Box 223
West Glacier, Montana
59936
September 17, 1971

Dear Friend:

About the middle of July, I sent you a questionnaire concerning your feelings about the work experience education (or co-op education) you had while at Fergus High.

On August 29, I sent you a letter saying that I had not heard from you. I know that summer time is not the best time to send out questionnaires, but now it is fall and you are no doubt back in the swing of things. Could you take a few minutes to help me get a 100% return on this study?

If you have mislaid your form, here's another with an addressed envelope. All information will be kept confidential.

Your help will be much appreciated.

Sincerely,

L. O. Brockmann

APPENDIX IV

THIRD FOLLOW-UP LETTER

527 N. Lincoln Avenue
Fullerton, California
92631
November 15, 1971

Dear Friend:

To date, I have 437 questionnaires returned on the work experience education (or co-op education) study I am doing. This is nearing 80% return, not counting of course, those who are deceased. You can help me greatly by sending in your form so that I can come close to my original objective of a 100% return.

The responses I have received and read to date are most interested and rewarding. If you have mislaid your form, here's another with an addressed envelope. All information will be kept confidential.

My address has changed, as you will note. We are now back at our home in Fullerton. We enjoyed our cabin in Glacier Park this year very much. We will be back in the Park again next summer and if you come that way, please stop to see us. We are in Apgar Village.

Sincerely,

L. O. Brockmann

APPENDIX V

QUESTIONNAIRE

Some years ago you were enrolled in a work experience education program under my general supervision at Fergus County High School. For me, the fourteen years I spent working with young people there were some of the most rewarding I ever had.

Now, years later, many educators are interested in what this program may have done for you. You can help greatly by participating in a follow-up study of the values work experience education (part-time Co-op we called it then) had for you. Please complete the enclosed questionnaire. You probably have some ideas about the value of this experience for you. Your answers could be most helpful in the further development of programs of this kind for the benefit of young people.

Please return the questionnaire in the enclosed addressed stamped envelope.

I hope I can visit with many of you personally before the study is completed.

Sincerely,

L. O. Brockmann
Box 223
West Glacier, Montana 59936

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Please check the appropriate column to indicate how you feel now about the experiences you had when you were enrolled in this program. Thank you for your help. L. O. Brockmann

	Extremely helpful 5	Very helpful 4	Helpful 3	Somewhat helpful 2	Of little help 1		Office Use Only
I. Do you now feel that in the area of vocational choice the work experience education helped you to:							3 / 4,5
1. Determine your choice of life work?						6	29
2. Give you fundamental ideas or background of business?						7	30,1
3. Make progress toward a chosen occupational goal?						8	32,3
4. Develope appreciation and understanding between formal education and job success?						9	34,5
5. Explore the fields in which your occupational interests lay?						10	36,7
6. Determine your suitability for those fields?						11	38,9
							40,1
							42
							43
							44
II. Do you feel that in the area of getting and holding a job the work experience education helped you to:							45,6,7
1. Gain knowledge and attitudes necessary for successful job performance?						12	48,9,0
2. Acquire the basic habits of industry?						13	51,2,3
3. Learn to assume responsibility?						14	54,5
4. Help you to understand the relationship of the work you did and wages you received?						15	56,7
5. Broaden your understanding of the occupational world and working conditions in the world of work?						16	58,9
6. Get your first job?						17	60,1
7. Learn the fundamentals of being an employee?						18	62,3
8. Help you financially?						19	64,5
9. Move up the ladder in your occupation?						20	1 78
10. Achieve happiness in your work?						21	1,2
							3
							4,5
							6
							7
							8
							9
							10
							11
							12
							13
							14
							15
							16
							17
							18
							19
III. Do you now feel that in the area of human relations the work experience education helped you to:							20
1. Learn to get along with fellow employees?						22	21
2. Learn to get along with employers?						23	22
3. Develope personality and poise?						24	23
4. Make a more satisfactory school adjustment than you otherwise might have made?						25	24
							25
							26
							27
							28
IV. Do you now feel that in the area of citizenship, education, the work experience education helped you to:							2 78
1. Develope better understanding of the community?						26	
2. Make the transition from school to work?						27	
3. Become a more responsible citizen than you otherwise felt you might have been?						28	

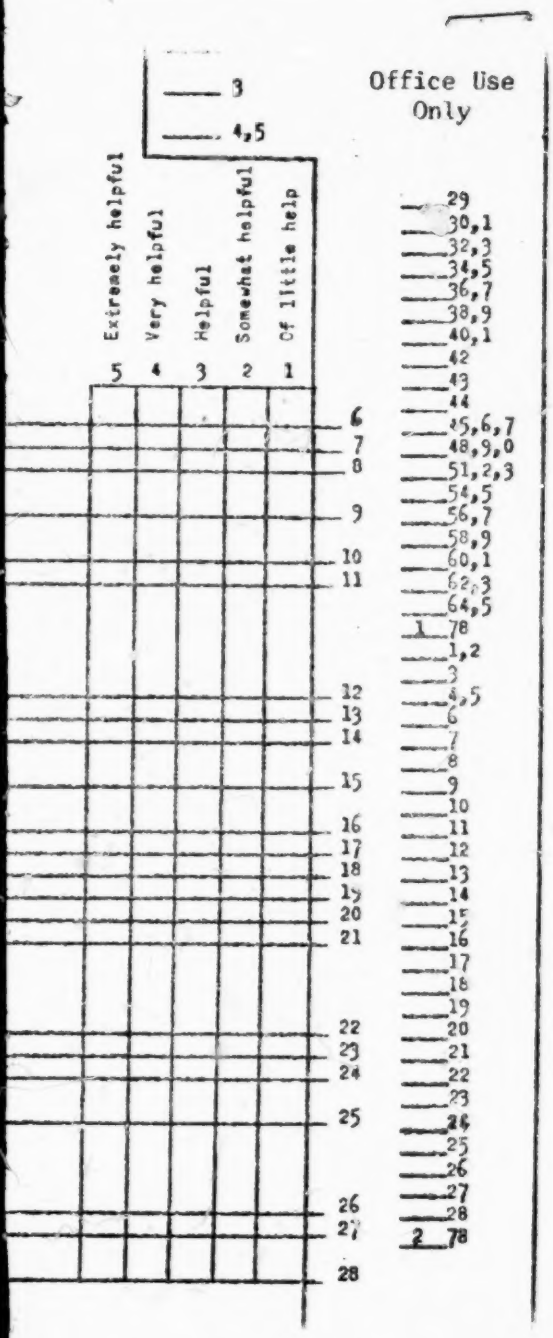
V. Did y
If yo
List

VI. Some

2.

3.

4.



V. Did you take the class in Occupational Relations? Yes ___ No ___
If you are one who did, in which of the previous points did it help you? List as many as are appropriate. For example I.1; II.4; etc.

_____

_____

_____

VI. Some general questions:

1. Did you go on to school beyond high school? Yes ___ No ___ Which schools or colleges
Highest level attained?_____
Degree(s) if any? _____

2. What have you done since taking the work experience education? List the jobs you have held by their classification, e.g., rancher, homemaker, teacher, etc. Time spent in each.

_____

_____

_____

_____

3. Were you in the armed service? Yes ___ No ___ If yes, what service were you in?_____ Please classify any service school you had, e.g., electronics, radio, baking, etc. _____

_____

_____

Did the service experience contribute to your occupational development? Yes___ No___

4. What is your present income range? $5,000.-9,999. ____, $10,000.-14,999._____ $15,000.-19,999._____, $20,000. and over _____.

III. Additional comments about your experiences in or from this program (Say it the way you want to say it. Tell it as it is with you):

_____

_____

_____

_____

_____
Name

_____
Address

Maiden name:

APPENDIX VI

TABLE X

SIGNIFICANT DIFFERENCES OF QUESTIONNAIRE ITEMS

Table	$M_{(O/E)}$	$F_{(O/E)}$	$T_{(O/E)}$	M/F
I.1	.01	.01	.001	NS
I.2	.001	.001	.001	.05
I.3	.001	.01	.001	.01
I.4	.001	.001	.001	.01
I.5	NS	.01	.001	NS
I.6	.01	.001	.001	.01
II.1	.001	.001	.001	.001
II.2	.001	.001	.001	.05
II.3	.001	.001	.001	.001
II.4	.001	.01	.001	NS
II.5	.001	.001	.001	NS
II.6	.01	.001	.001	.01
II.7	.001	.001	.001	.001
II.8	NS	.001	.001	NS
II.9	.001	.001	.001	NS
II.10	.001	.001	.001	.01
III.1	.001	.001	.001	.05
III.2	.001	.001	.001	.05
III.3	.001	.001	.001	.001
III.4	.01	.01	.001	NS
IV.1	.001	.001	.001	.01
IV.2	.001	.001	.001	.01
IV.3	.001	.001	.001	NS